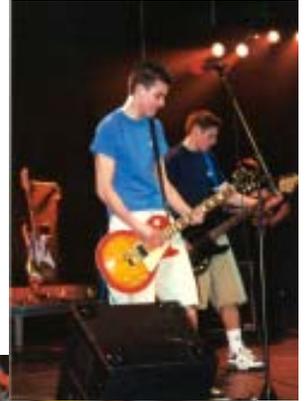


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# Youth Master Plan



**City of Thousand Oaks, California**  
**July 2, 2002**

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Coalition to End Domestic and Sexual Violence  
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Thousand Oaks Kiwanis Club  
Thousand Oaks Westlake Chamber of Commerce  
Westlake Village Rotary Club

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    - Colina Middle School
    - Los Corritos Middle School
    - Redwood Middle School
    - Sequoia Middle School
    - Conejo Valley High School
    - Newbury Park High School
    - Thousand Oaks High School
    - Westlake High School
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  - Deborah Dietrich
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  - Danielle Mana
  - Ryan Rosario
  - Rachel Starr

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## SUMMARY

### Recommendations

In preparing the City of Thousand Oaks' first Youth Master Plan, the Youth Master Plan Committee, under the auspices of the Youth Commission, developed five broad recommendations based on the findings that were drawn from data collected over nine months. These recommendations include short-term and long-term goals which can be completed over a five-year period through 2007. The five broad recommendations are:

- 1. Assure that Thousand Oaks is a "youth-friendly," safe and supportive community.**
- 2. Assure that all youth-related policy and planning efforts involve coordination among public, private and non-profit sectors and that they utilize discoveries from the Youth Master Plan.**
- 3. Increase awareness about resources, programs and activities for youth involvement.**
- 4. Improve and increase youth opportunities, programs and activities (recreational, entertainment, cultural, social, educational, etc.) to safely and appropriately meet a variety of enrichment and developmental needs of Thousand Oaks youth.**
- 5. Continue, under the auspices of the Thousand Oaks Youth Commission, the ad hoc Youth Master Plan Committee to oversee further development, implementation and accountability of the Youth Master Plan.**

*The following pages (2-7) contain a detailed summary of each recommendation.*



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**1. Assure that Thousand Oaks is a “youth-friendly,” safe and supportive community.**

- A. Assure that all youth activities in Thousand Oaks remain safe, respectful, non-threatening, nurturing, accessible, and developmentally appropriate.
- B. Support a culturally open and tolerant community that assures all youth freedom from harassment and bias. Encourage schools and organizations to raise awareness about Thousand Oaks diversity, differences and commonalities. Events such as cultural fairs, learning circles, summits are examples of activities that can help facilitate dialogue on those issues.
- C. Include the perspectives of Thousand Oaks youth in planning, program and policy development. Examples of how this might be accomplished include an annual youth summit, periodic forums on specific issues, and/or inclusion of middle and high school youth in planning bodies.
- D. Involve parents and other adult community members in planning and implementing youth programs and services.
- E. Support and encourage youth-friendly venues and facilities to creatively accommodate local youth. Consider hours of operation, safety and security, transportation, and accessibility. Explore feasibility of monetary incentive programs to encourage and financially support youth-serving business development within the City.



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**2. Assure that all youth-related policy and planning efforts involve coordination among public, private and non-profit sectors and that they utilize discoveries from the Youth Master Plan.**

- A. Make the discoveries of the Youth Master Plan known to all relevant groups so they can be used to inform planning and decision-making.
- B. Youth Commission and ad hoc Youth Master Plan Committee should meet on an ongoing basis with representatives of policy-making bodies such as Conejo Recreation and Park District, Conejo Valley Unified School District and City of Thousand Oaks to assure joint planning, coordination and discussion of youth-focused policies, programs and services.
- C. Develop innovative ways for City staff, policy makers and institutional administrators to involve and consult youth in developing and implementing policies or programs that affect youth.
- D. Under the auspices of the Youth Commission, develop an annual Youth Summit to coordinate and collectively address youth issues. Youth and adult participants on this committee will include representatives from Conejo Recreation and Park District, Conejo Valley Unified School District, Teen Center, faith groups, civic groups, libraries, police, colleges and universities, City staff, businesses, families, and others.
- E. Develop dialogue with Thousand Oaks Police Department and youth to enhance relationships and build trust, especially around safety, crime prevention, diversity and inclusion. Create more awareness and develop common solutions for youth-related issues such as racial profiling, curfew, safe driving, etc..



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### **3. Increase awareness about resources, programs and activities for youth involvement.**

- A. Assure consistency, through coordination, of outreach and publicity campaigns designed to increase availability of information about area youth activities and services.
- B. Reach out to and engage with culturally-based providers to increase youth participation in and awareness of resources, programs and activities.
- C. Collect and make available information about youth (e.g., County Blue Book, flyers from organizations and clubs, directory of youth programs, "Youth Assist" cards) in central locations, such as local libraries, schools, counseling/career centers, local malls and businesses, Teen Center, and local websites.
- D. Work with youth service providers to compile and maintain a directory of youth programs coordinated and sponsored by community and faith-based organizations. Make available printed and electronic copies at central locations, as described above.
- E. Support parents in obtaining resources on teen issues by centralizing information at libraries and at accessible community sites (e.g., Under One Roof, local hospital).
- F. Coordinate with editors of local newspapers to provide a youth information section or calendar highlighting upcoming community events and activities.
- G. Coordinate with schools to expand the use of Public Address Announcements to inform youth of community activities and opportunities.



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**4. Improve and increase youth opportunities, programs and activities (recreational, entertainment, cultural, social, educational, etc.) to safely and appropriately meet a variety of enrichment and developmental needs of Thousand Oaks youth.**

- A. Explore implementation of programs to teach youth about, and deepen their understanding of, social and cultural issues and resources.
- B. Encourage development of more recreational facilities for youth and expanded recreational activities and hours of operation.
- C. Assure that local transportation system is designed to effectively meet current needs of youth and their families who depend on it for school, recreation, work, and other purposes. Explore expanding hours of public transportation services on weekends and during evening hours as feasible.
- D. Engage area colleges and universities to work with schools and community organizations to provide assistance and resources to the City's youth.
- E. Maximize utilization of existing youth activities and services. For example, explore ways to expand Teen Center programs and facilities.
- F. Utilize the Teen Center and explore new satellite "hubs" through which youth can participate in activities and access social services, tutoring academic support, and other resources.
- G. Work with service providers to meet emotional health needs of Thousand Oaks youth and encourage them to expand counseling and other programs related to suicide prevention, drug/alcohol abuse, family violence, stress management and other identified issues.
- H. Collaborate with schools, colleges and universities, major municipal institutions, businesses, civic and faith-based groups to prepare youth for employment.
  - 1. Increase number of internship and job shadowing opportunities.
  - 2. Utilize resources such as Conejo Youth Employment Services to identify potential youth employers.
  - 3. Work with community, civic and faith organizations and the business community to develop a Citywide teen volunteer and mentoring program.
  - 4. Encourage schools and organizations to provide incentives such as class credit for volunteer service.

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- I. Promote a climate of respect and mutual benefit between youth and business owners in Thousand Oaks.
    1. Provide businesses with up-to-date information about youth consumers, e.g., survey data, local demographics and Youth Master Plan discoveries.
    2. Encourage dialogue between the business community (e.g. Chamber of Commerce, Business Roundtable, Malls etc.) and youth regarding mutual expectations.



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**5. Continue, under the auspices of the Thousand Oaks Youth Commission, the ad hoc Youth Master Plan Committee to oversee further development, implementation and accountability of the Youth Master Plan.**

- A. Develop implementation plans to achieve the Youth Master Plan recommendations and goals.
- B. Continue to involve key players/stakeholders to include City, Conejo Valley Unified School District, Conejo Recreation and Park District, businesses, and other organizations to support Youth Master Plan Implementation process.
- C. Study feasibility of raising funds and identification and allocation of resources to implement Youth Master Plan recommendations and goals.
  - 1. Identify potential grant funding resources and sources of major contributions.
  - 2. Investigate and propose innovative funding strategies such as development and/or business fees, incentives, taxes, rebates low-interest loans, and other programs.
  - 3. Leverage resources through collaborative efforts with all youth service institutions, providers and stakeholders.
- D. Assure accountability in monitoring and achieving the goals of the Youth Master Plan. Allow for reflection and making midcourse corrections.
- E. Assure long-term success by developing a strong infrastructure and appropriate collaborative capacity to sustain Youth Master Plan implementation.



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## Timeline

There are four phases to the development and implementation of the Youth Master Plan (completed and projected):

### **Phase I Concept Development: (September 1999 – July 2001)**

- o Completed development of concept and background research
- o Gained City Council approval and funding to develop Youth Master Plan
- o Engaged consultant (Coachman-Moore & Associates )

### **Phase II-Preparation of Youth Master Plan: (August 2001 - July 2002)**

- o Formed Youth Master Plan Committee
- o Solidified ad hoc Youth Master Plan Committee team and spread ownership for Youth Master Plan throughout the community
- o Completed Youth Master Plan
- o Presented Youth Master Plan to City Council for Approval

### **Phase III-Development of Implementation Strategy: (September 2002 – June 2003)**

- o Develop specific objectives, action steps and a timeline for each goal
- o Institute an accountability plan for ongoing assessment and evaluation
- o Develop a resource and funding plan to continue Youth Master Plan activities and initiatives
- o Work with City Of Thousand Oaks, Conejo Valley Unified School District, Conejo Recreation and Park District, businesses, parents, students, and community and faith-based organizations to assure success of Youth Master Plan elements
- o Initiate action steps and complete selected short-term items

### **Phase IV- Implementation: (September 2003 – June 2007)**

- o Initiate implementation of short-term and long-term goals
- o Continue implementation of ongoing elements

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## Background

This Youth Master Plan is the culmination of over three and a half years of discussions about how to proceed with a strategic plan for youth in the City of Thousand Oaks. In April 1998, the concept of youth master planning was proposed to the Youth Commission. After a year of research and review of the process led by other cities, the Youth Commission committed to pursuing a local Youth Master Plan. On October 2000, the City Council formally directed the Youth Commission to prepare the City's first Youth Master Plan.

The Youth Commission engaged the consulting firm of Coachman-Moore & Associates to assist in the facilitation of the Youth Master Plan's preparation and convened a collaborative body of community representatives. In keeping with national and statewide trends of developing and publishing an assessment of youth needs and desires, this report outlines some of the highest hopes for youth in Thousand Oaks for the next five years through 2007.



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## Participants

Led by the Thousand Oaks Youth Commission and guided by over 40 youth and adults who came together as the ad hoc Youth Master Plan Committee, the Thousand Oaks Youth Master Plan development process started formally in September 2001. More than 2,000 individuals contributed to this process by either participating in the planning committee, a focus group or a survey administered to a sample of middle and high school youth throughout the City of Thousand Oaks.

## Methods

The Thousand Oaks Youth Master Plan development approach relied on an *'appreciative'* and *'participative'* methodology which engaged a cross-section of middle and high school-aged youth and adults who care about youth issues in the City and who reflect the general population. The adults included parents, educators, youth service providers, and local civic, business and faith leaders. The Youth Master Plan Committee held 15 meetings over nine months to co-design and implement a process of identifying issues important to area adolescents and gathering data about their needs and desires. The Youth Master Plan Committee worked closely with the Youth Commission, City staff and Coachman-Moore & Associates, to develop questions for the survey and focus groups, facilitate administration of the survey and focus groups, analyze results, review outside data sources and develop the Youth Master Plan recommendations.

## Discoveries

The Youth Master Plan Committee reviewed and analyzed the survey and focus group data relative to seven broad themes which were identified to be significant to the lives of Thousand Oaks teens:

- 1 Recreation & Entertainment
- 2 Transportation
- 3 Communication
- 4 Leadership, Inclusion and Diversity
- 5 Social Services
- 6 Challenges
- 7 Future Hopes and Dreams



A number of key findings or discoveries were found in the data collected. Discoveries from the survey data are detailed in the "Discoveries" section, while the summary of focus group findings are in Exhibits. A Youth Profile is included at the end of the "Discoveries" section.

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## PROJECT OVERVIEW

### Introduction

A Youth Master Plan includes both an assessment of the strengths and needs among youth within a community as well as recommended solutions to build on the strengths to address youth issues. Several cities across the country have developed Youth Master Plans in response to national and state emphases on youth leadership development and organized efforts to include youth more fully in civic and community life. The National League of Cities and the League of California Cities have each championed their member cities to develop Youth Master Plans. In 1993, League of California Cities began to focus attention on the importance of a statewide movement to make youth a priority. In their 1995 Youth Development Planning Guide, the League of California Cities described a guiding vision for youth development activities at the municipal level:

*"Children, youth, and families must become a local and statewide priority so that all children experience freedom from fear and have expectations for hope, equal opportunity, education, and full participation in our communities."*

Since the mid-1990s, a number of cities around the country have prepared Youth Master Plans to assess assets, needs and concerns of their youth populations and to determine ways to address them. Investment of time, money and human capital along with reframing local policies to support prevention and intervention strategies are at the core of these plans.

### Background and History of Project

The Thousand Oaks Youth Commission is an appointed advisory body of the Thousand Oaks City Council. The Youth Commission is comprised of 13 youth members and 2 adult members, representing the Conejo Recreation and Park District and Conejo Youth Employment Services, who work closely with City staff to facilitate and support Commission projects. The Youth Commission's Establishing Resolution (Exhibit I) states: "the City Council recognizes that youth are a vital component of our citizenry" and "it is essential that youth have a forum to provide input on their specific needs."

In addition to its advisory role, the Youth Commission also coordinates programs on behalf of the City, such as the Therapeutic Dance for disabled teens, Youth Recognition Awards Ceremony honoring youth for community service, and other related projects as directed by City Council. In 1998, Youth Commission convened a Crime Symposium to discuss safety and juvenile crime in the community. An outcome of this project was renewed interest in providing and enhancing the array of constructive activities for youth involvement. The decision to explore the development of a Youth Master Plan grew out of this body of work.

In 1998, the Youth Commission embarked on a process of study and discovery to determine long-term strategic directions for youth in the City. During the early stages of research, they

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looked to other cities for examples and examined over 20 California cities' Youth Master Plans for ideas and direction. A core group of Youth Commissioners attended a National League of Cities (NLC) conference in Los Angeles in December 1999. At the NLC conference, several of the Youth Commissioners and staff coordinator participated in a brief clinic on youth and family engagement. This clinic fortified the Commissioners' interest and willingness to pursue this project.

In September 2000, after a year of study and discussion, the Youth Commission made a commitment to pursue the master planning process and developed goals and a vision for the project. The Youth Commission's early Vision Statement for the Youth Master Plan project was "...to enhance and enrich the general well being of the youth population in Thousand Oaks..." The Commission envisioned that the Youth Master Plan would serve as a set of "Guiding Principles" for local public, private and nonprofit entities to work together to serve the needs of youth in Thousand Oaks.

The Youth Commission's intended outcomes for the Youth Master Plan included:

- ◆ Learning about the process of creating a Youth Master Plan
- ◆ Fostering community collaboration
- ◆ Providing an ability for the youth community to voice their needs and concerns
- ◆ Disseminating information and promoting awareness of existing agencies and organizations dealing with youth and their programs
- ◆ Authoring and publishing a Youth Master Plan
- ◆ Distributing the Youth Master Plan to all agencies and organizations dealing with youth, including business associations, civic groups and service clubs
- ◆ Coordinating future meetings with all vital agencies to focus on youth
- ◆ Achieving success in creating and implementing the Youth Master Plan

### **Youth Master Plan Development Process**

In October 2001, Youth Commission presented a proposal to City Council and successfully obtained approval and funding to develop a Youth Master Plan. Commissioners Zach Elsea and Austen Zielinski were appointed by the Youth Commission to co-chair the Youth Master Plan project. Coachman-Moore & Associates consulting firm was engaged in May 2001 to facilitate the process.

In August 2001, project Co-Chairs, Youth Commission Chair Andreas Meyer, Staff Coordinator Mina Layba, and Coachman-Moore & Associates met to formulate the ad hoc Youth Master Plan Committee. The Commission deemed it important to receive input from a broad base of youth groups and organizations. They wanted to involve a diverse and representative mixture of youth and adult participants throughout Thousand Oaks. More than 50 youth and adults were invited to join the ad hoc Youth Master Plan Committee. Forty-two individuals and organizations accepted the invitation assuring a good cross-section of the City.

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## METHODS

The Youth Master Plan development process was youth-led. Adults participated as co-creators, equal learners and guides. In keeping with the theme of community collaboration, an 'appreciative' approach was used to discover assets and strengths as well as challenges and weaknesses of various entities that affect youth of Thousand Oaks (i.e., individual, family, school, friends, and community). This method was chosen as a means to facilitate open and honest communication among members and to allow for equity in ideas coming from both youth and adult Youth Master Plan Committee members. The appreciative approach required the group to make collective decisions about the methods of inquiry and analysis of results. This participative approach required a commitment to full group process, consensus decision-making and respect for all ideas.

The ad hoc Youth Master Plan Committee met 15 times as a full committee between September 2001 and June 2002. At these meetings, Committee members worked both in small and large groups to co-design and refine the Thousand Oaks Youth Master Plan approach. At the first meeting, the Committee was asked to consider the following questions:

- 1. What are your highest hopes and dreams for the Thousand Oaks Youth Master Plan?*
- 2. What will this Youth Master Plan mean to Thousand Oaks' youth and families?*
- 3. What are some of the issues and constraints that this process should consider – worst case scenario?*
- 4. What are your thoughts on how we should go about this process?*

The outcomes of this first group exercise served as the springboard for developing the following themes for learning about youth issues in Thousand Oaks. This list initially included 20 priority areas, which were eventually collapsed into six themes. After much discussion, a seventh theme, transportation, was added. These themes are:

1. Recreation & Entertainment
2. Transportation
3. Communication
4. Leadership, Inclusion and Diversity
5. Social Services
6. Challenges
7. Future Hopes and Dreams

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In order to assess broad community input on these issues, the ad hoc Youth Master Plan Committee developed a survey for middle and high school students as well as focus groups of other key stakeholders such as parents, community organizations, teachers, and business community. The Committee collectively developed questions for the survey as well as for focus groups. In addition, Coachman-Moore & Associates compiled available statistical data into a Youth Profile to augment data collected directly from local teens and other community stakeholders.

## **Survey**

### **Description**

The survey of middle and high school youth (Exhibit II) was co-designed by the ad hoc Youth Master Plan Committee over the course of six meetings from September 2001 to January 2002. Sixty-one questions were included in the final survey. Questions explored knowledge, feelings and hopes in areas of recreation and entertainment, transportation, communication, leadership, inclusion and diversity, social services, challenges, and future hopes and dreams. In keeping with spirit of inclusion, the Committee created a Spanish-language version of the survey.

### **Participation**

With support and cooperation of Conejo Valley Unified School District and La Reina High School, approximately 2,500 copies of the survey were distributed to four public high schools, one private high school and four middle schools in Thousand Oaks. The survey was administered to randomly-selected classrooms in coordination with each school's principal. The survey was completed by 1,980 students, reflecting approximately 20% of all students in those grade levels. Of the total completed surveys, 79 students (4%) of the sample utilized the Spanish language version.

*Characteristics of the survey respondents are described below.*

- **Gender of respondents:** Males (48%); Females (52%)
- **Age range of respondents:** 11-12 (25%); 13-15 (40%); 16-18 (35%)
- **Grade level:** 6-8 (47%); 9-10 (25%); 11-12 (28%)
- **Race/Ethnicity:** White (64%); Hispanic/Latino (17%); Asian/Pacific Islander (8%); African American (2%); Native American (2%); Other backgrounds (7%)

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- **School attended:** Los Cerritos Middle School (11%); Sequoia Middle School (12%); Colina Middle School (11%); Redwood Middle School (11%); La Reina High School (4%); Conejo Valley/Century High School (3%); Newbury Park High School (16%); Thousand Oaks High School (16%); Westlake High School (16%)
  - **Zip Code of residence:** 91320 (32%); 91360 (29%); 91361 (29%); 91362 (25%); 91301 (less than 1%); 91377 (less than 1%); Other (4%)
  - **Length of time lived in Conejo Valley:** Since birth (29%); 0-5 years (30%); 5-10 years (15%); 10 years + (21%)

## Analysis

Davis Research LLC tabulated the survey results, and provided data tables for each question with cross tabs of selected demographic variables. The survey data were then presented to the ad hoc Youth Master Plan Committee for analysis. In order to assure that the Youth Master Plan Committee was active and collaborative in the data analysis process, a small group process was used that allowed more intensive discussion on each aspect of the survey results.

*The Youth Master Plan Committee broke into six small groups, as follows:*

- a) Recreation and Entertainment (2 groups)
- b) Transportation
- c) Communication
- d) Leadership/Inclusion and Social Services
- e) Demographics; Challenges; Future Hopes and Dreams

Each group was given the survey results for questions pertaining to their area, and was asked to review the data and respond to the question: ***What does this information tell you that is most relevant and important?*** Each group recorded their ideas of the key survey findings on flip chart paper, and the results were shared back to the whole group at the end of the meeting.

At the subsequent meeting, the participants were broken into new small groups and were again given a section of the survey questions. They were asked to discuss the three following questions:

- (1) *Based on the information that has already been extracted by a group during the last session, is there anything in the data that relevant/important that is missing from their findings?*

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*(2) What does this info tell you about what is needed in City of Thousand Oaks to support youth?*

*(3) What are top 5-6 issues?*

This process of reviewing and considering important findings allowed ad hoc Youth Master Plan Committee members to become very familiar with aspects of the data and also to learn from each other. The survey data and Committee analysis were reviewed and validated by an independent statistician. The results of the Committee's review of survey data in conjunction with their review of findings from focus group data served as the foundation for development of the Plan's recommendations.

## **Focus Groups**

### **Participation**

The ad hoc Youth Master Plan Committee initially planned to conduct 12-15 groups of 7-10 persons each. They were successful in achieving the mean of this range by conducting 11 focus groups with 126 youth and adult participants. Four groups were held with 45 middle and high school-aged youth, and seven groups were held with 79 adults. All focus groups were conducted between February and April 2002. Youth Master Plan Committee members facilitated the process and recorded the proceedings. The Focus Groups Profile, (Exhibit III) shows the name of each group conducted, who facilitated and recorded, and how many people participated in each group.

Volunteers were paired with one person to act as a recorder and the other to facilitate the group session. Emphasis was placed on pairing facilitation teams with groups they were familiar with or in which they had memberships. Another consideration was to match appropriate facilitation teams to the groups for maximum ease of discussion and understanding in communication. The pairs were also responsible for recruiting and scheduling the focus groups.

### **Facilitation Training**

Consultants from Coachman-Moore & Associates conducted a training workshop for the facilitation teams. Some members of the facilitation teams had prior experience facilitating a focus group or in recording comments from group discussions. Most did not. For some, participation on a focus group facilitation team was a skills-development process. The focus group training covered topics such as introducing the Youth Master Plan development process and background to focus group participants; establishing ground rules for the group; overview of the focus group process; recording mechanics; and inclusive facilitation techniques. The script and list of ground rules for focus groups are listed in Exhibit IV.

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*The focus group training agenda included topics such as:*

- Welcome and Introductions (Warming Up A Group)
- Theory Behind Focus Group Methodology (Why use a focus group?)
- Ideal Focus Group Size
- Role of the Facilitator
- Role of the Recorder
- Summarizing Main Points and Reporting
- Materials (Flip Chart Paper, Markers, Masking tape)
  - Review of Focus Group Questions
  - Contacting and Scheduling Groups
  - Timeline
  - Submitting Notes



## **Questions**

Slightly different versions of four questions were posed to both the youth and adult groups. The questions were based on the questions posed in the survey. Relying on an adaptation of the appreciative approach, the first question allowed the group to relax and visualize possibilities for youth activities and services in the City. The following three questions sought more specific answers and were structured around the themes of the seven thematic areas identified early on by the ad hoc Youth Master Plan Committee. The youth and adult versions of the questions are included in Exhibit V. *The four questions asked in each of the focus groups were:*

1. *The City of Thousand Oaks community wants to provide an optimal and ideal environment for youth to thrive. Think of the middle and high school aged youth in City of Thousand Oaks. Picture their faces in your mind for a moment.*
  - a. *What would make it possible for them to be happy and to thrive?*
  - b. *What do you feel are the most important elements (ingredients)?*
2. *How could the City of Thousand Oaks community be improved to most fully support its youth?*  
**IF NOT ADDRESSED, ASK:**
  - a) *How could the community be improved with respect to Recreation and Entertainment (e.g., types of recreation and entertainment available to youth)?*
  - b) *How could the community be improved with respect to Transportation for youth?*
  - c) *...Safety?*
  - d) *...Communication (u.g., how to get information to youth)?*
  - e) *...Leadership Development?*
  - f) *...Inclusion and Diversity?*
  - g) *... Social Services?*
3. *How could all citizens in the community – including middle and high school youth, parents, schools, businesses, social service providers, local government and others — work together to make life even better for youth in City of Thousand Oaks? What could each of these groups do?*
4. *What other ideas and information would you like to share that you think will help to maximize opportunities for youth in City of Thousand Oaks?*

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## Analysis

Upon receipt of the individual focus group reports, the results were summarized into reports of both adult and youth discoveries. The two summarized reports are contained in Exhibit VI. The focus group discoveries are integrated with the results from the survey and are discussed fully in the Discoveries section of this plan.



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## DISCOVERIES

A narrative summary and key data discoveries from the survey are presented below for each of the theme areas identified by the Youth Master Plan Committee. A summary of the adult focus group data and the youth focus group data are in the Exhibits.

### I Recreation and Entertainment

As the data below shows, youth in Thousand Oaks are currently actively involved in sports and martial arts, as well as on-campus activities and performing arts. Nearly two-thirds of youth have participated in Teen Center activities, and the top five places where youth report "hanging out" are:

1. Friend's homes
2. The Oaks Shopping Center
3. Their own homes
4. The movies
5. Janss Marketplace

Nearly two-thirds (63%) of youth leave the Conejo Valley for entertainment or recreation at least three times per month to attend activities such as sporting events, laser tag, concerts/music events, game arcades and dance clubs.

While 52% of youth said they go out for recreation and entertainment 0-1 times per week on school nights, 54% said they go out every weekend. Curfews tend to be earlier on school nights, with 40% saying they need to be home by 9 p.m. (though one-third of respondents said they have no curfew on school nights). On the weekends, nearly one-quarter has 10 p.m. curfews, one-quarter has midnight curfews, and 45% said they have no weekend curfew. Youth spend an average of \$16 per week on recreation and entertainment.

Just over half of the youth (53%) expressed an interest in more recreation activities sponsored by the City, Conejo Recreation and Park District, School District or other community agency, particularly in programs on school campuses. There was considerable interest in new commercial entertainment facilities in the area, including laser tag/paintball, bowling alley, dance club, game arcade, and theme restaurants.

#### What Youth Currently do for Recreation and Entertainment:

- Sports/Martial Arts was the number one identified hobby, with 43% of males and 31% of females reporting it as their primary hobby. The second and third most frequently identified hobbies were performing arts (19% overall) and computers/computer games (12% overall).

- 
- Two-thirds of males and 78% of females reported participating in an organized activity or club, whereas 27% overall reported no such involvement. Most youth are participating in the following activities/clubs:

- Organized sports leagues (25%)
- Campus clubs and activities (21%)
- Performing arts (16%)
- Faith-based youth groups (14%)
- Teen Center programs (12%)



- Sixty-three percent (63%) of youth reported that they either currently or in the past have participated in Teen Center activities (including 59% of males and 67% of females); 48% have participated in Teen Center special events (e.g., dances, concerts, spirit nights), including 38% of males and 56% of females. Twenty-one percent of males reported they participate in Teen Center "drop-in" or unstructured activities, such as the game room or gym.
- The top five places where youth currently "hang out" are:
  1. Friend's homes (males 57%; females 60%)
  2. The Oaks Shopping Center (males 35%; females 56%)
  3. Home (males 43%; females 37%)
  4. Movie Theater (males 24%; females 36%)
  5. Janss Marketplace (males 16%; females 20%)
- Only 7% of respondents said they never leave Conejo Valley for entertainment or recreation. Of the remainder, 37% said they leave 1-2 times per month and 55% said they leave three or more times per month.
- Youth reported that they leave the Conejo Valley primarily to attend the following types of activities:
  1. Beach (52%)
  2. Amusement parks (49%)
  3. Bowling alley (41%)
  4. Shopping malls (41%)
  5. Entertainment venues (32%)
  6. Miniature golf (26%)
  7. Theme restaurants (23%)
  8. Sporting events (23%)
  9. Laser tag (20%)
  10. Concerts and music events (20%)
  11. Arcade with games (19%)
  12. Dance club (19%)



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### When Youth Go Out & How Much Money They Spend

- Just over half of youth (52%) reported they go out for recreation or entertainment on school nights 0-1 times per week. Another 23% said they go out two school nights per week.
- Over half the respondents (54%) said they go out for entertainment or recreation every weekend. Another 35% said they go out two to three weekends per month.
- Forty percent (40%) of youth said they have a 9 p.m. or earlier curfew on school nights, while 33% of respondents said they have no set curfew on school nights.
- Almost one-quarter of respondents (23%) said they have a 10 p.m. curfew on the weekends, and another 23% said they are expected to be home by midnight. Nearly half the youth (45%) said they have no set curfew on the weekends.
- Over two-thirds of youth (68%) reported they have less than 20 hours of free time to "hang out" during the weekend, while nearly one-third (29%) said they have more than 20 hours to "hang out." In contrast, only 10% of youth said they have more than 20 hours of free time to "hang out" during the week.
- On average, youth reported they have \$22 per week available from wages or allowance to spend on entertainment/recreation, and that they spend an average of \$16 per week for entertainment/recreation.



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*What Youth Would Like to do for Entertainment and Recreation in Thousand Oaks:*

- Youth reported they would attend some type of activity coordinated by the City, Conejo Recreation and Parks District, School District or other community agency, including the following:
- Teen programs or activities on school campuses (25%)
- Another teen center in a different location (20%)\*
- Teen programs or activities in area parks (18%)
- The commercial entertainment facilities youth would most like to see in Thousand Oaks:
  - 1) Laser Tag/Paintball facility (52%)
  - 2) Bowling alley (48%)
  - 3) Dance club (37%) \*\*
  - 4) Arcade with games (35%)
  - 5) Theme restaurants (33%)
  - 6) Ice skating rink (27%)
  - 7) Extreme sports facility (26%)
  - 8) Miniature golf course (25%)
  - 9) Skate park (20%)

\* Interest in establishing a new Teen Center in a different location was low. Respondents of zip code 91320 (Newbury Park), an area for consideration, revealed only a 21% interest.

\*\*Data from the Youth Commission's Pilot Project Dance Club ("The Fusebox") held in the Summer of 2000, supports the fact that youth are interested in a commercially operated dance club. Exhibit VII includes the project scope and recommendations.



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## II Transportation

- Less than half of youth overall (48%), of this figure a total of 61% of Latinos reported having used public transportation.
- Nearly all youth reported that public transportation is not satisfactory, and 38% overall, including over half of the Latino youth, reported problems with the public transportation system including long wait times and inconvenient schedules and routes.
- Information about transportation is not easily obtained, with word of mouth, friends, family members, and school serving as the primary information sources.
- Over half (55%) of youth overall reported that parents are their main form of transportation. Females are most likely to depend on their parents (62%), their friends (21%) or to drive themselves (19%); while males are most likely depend on their parents (49%), drive themselves (21%) or skateboard (20%). Latino youth reported that they most likely depend on public transportation (54%) and their parents (50%) as their main forms of transportation. *(Note: Respondents were allowed to select more than one answer choice.)*
- Whereas 78% of youth reported being aware of some type of public transportation, only 48% of youth overall (53% of males and 45% of females) and 61% of Latinos reported having used public transportation. Latinos report using public transportation primarily to go home (29%) and to go to school (17%).
- Youth reported that they learn about public transportation primarily through word of mouth or friends (25%), parents or relatives (18%), and school (16%). Flyers/brochures, phone book, newspaper ads and the City website are used for transportation information by only 6% or fewer of the youth. Thirteen percent of youth said they would not know where to look for information.
- Public transportation is considered satisfactory by only 7% of the youth. Thirty-eight percent (38%) of youth overall (including 52% of Latinos) reported problems with public transportation such as long wait times (13%), inconvenient/difficult schedules (10%) and not enough pick-up sites (10%). Other concerns noted were cost and inconvenient routes.
- Youth overall (42%) reported no interest in using public transportation, including 35% of males and 47% of females. Despite this, when given the opportunity to identify places they would use public transportation to from their school, youth identified the Oaks Mall (31%), their neighborhood (24%), and Janss Marketplace (19%) as the primary spots.

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### III Communication

- Seventy-five percent (75%) of Thousand Oaks youth find out about activities that appeal to them from their friends (word of mouth). School announcements (34%) and television/radio (32%) are the next highest modes of learning about activities.
- The least popular modes of information for youth to learn about activities are brochures (6%) and listings in the Yellow/White Pages (2%).
- Forty-five percent (45%) of Thousand Oaks youth do not listen to any local Ventura County radio stations. The most popular local station, which 30% of youth said they listen to, is Oxnard radio station 104.7 fm KCAQ.
- Sixty-eight percent (68%) of Thousand Oaks youth do not watch local Ventura County TV. The most watched local TV station (18% of youth) is the Education Access Channel (21) on which the Conejo Valley Unified School District cable-casts their board meetings.
- Approximately one-third of youth said they would read a monthly teen bulletin from the Internet (31%) or a newsletter (30%). Forty-two percent (42%) said they would not read a monthly bulletin at all.
- Nearly three-quarters (71%) of Thousand Oaks youth said they read newspapers. The Los Angeles Times (38%) and Ventura County Star (34%) are the most popular newspapers amongst youth. Twenty-two (22%) percent of youth reported that they read their school newspaper.
- Only 8% of youth said they do not use the Internet. While 84% of Thousand Oaks youth have email addresses, only 32% of users said they visit local websites (e.g., schools, City, community organizations).
- Nearly two-thirds of youth (62%) said they find public announcements at school useful.
- Eighty-five percent (85%) of youth reported that friends and peers are most likely to convince them to participate in an activity. Only one-third of youth reported that parents or relatives were likely to influence them in this regard. Less than 20% of youth said the following would convince them to participate in an activity: television ad (20%), flyers (19%), school public announcement or bulletin (18%), radio (16%), print ad in a newspaper or magazine (8%), or an internet ad (6%).
- Nearly three-quarters of youth (74%) reported they know whom to contact during a crisis for help, although only 40% of youth are aware of hotlines and help lines.



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## IV Leadership, Inclusion and Diversity

- While 20% of youth said they would be interested in participating in a leadership program or training, more than half (54%) said they were unsure – possibly reflecting interest if they had more information about what a leadership program could offer.
- The primary factors that encourage youth to participate in an activity or organization are if the activity is something they are interested in (71%) or their friends/peers are involved (56%). Other important motivators are desire to meet new people/have fun (47%), to gain experience for a future profession or career (31%), to put on their college resume (28%) or to learn something new/personal growth (26%).
- While one-third of students (34%) reported they have never been discriminated against, 28% reported having been discriminated against because of the social group/crowd they hang out with, 23% for physical appearance, and 22% based on age.

### Volunteerism

- Over 60% of youth reported that they volunteer for community service, including 51% of males and 69% of females. The primary areas where volunteerism efforts are focused include school (23%), with neighbors or peers (21%), and with faith-based organizations (12%). Nearly 40% of youth reported they do not volunteer for community service.
- When asked what would encourage them to do more volunteer community service, the incentives identified as most important were class credit or school requirement (36%), more awareness about volunteer opportunities (28%), and flexible volunteer schedule (26%). Nineteen percent said they were not interested in volunteering.



## V Social/Human Services

### Important Social/Human Services to Youth

Suicide prevention and drug and alcohol abuse and/or treatment were the two most important human service issues to the middle and high school youth responding to this survey, with 69% of youth rating both these issues as "Very Important."

The table below shows the percentage of students who ranked a number of other social/human service issues as "Very Important" as well. As can be seen, there are quite a few issues of great importance to the youth who responded to this survey.

<b>Priority Service Needs &amp; Preferred Source of Help            Thousand Oaks Middle and High School Student Survey 2002</b>		
<b>Percent Responding            "Very Important"</b>	<b>Service</b>	<b>#1 Preferred Source of            Help</b>
69%	Suicide Prevention	Parents (31%)
69%	Drug and Alcohol Abuse/ Treatment	Parents (32%)
66%	Family Violence/Abuse	School (33%)
63%	Crime Prevention	Agency/Org (29%)
61%	Tolerance	Parents (37%)
61%	Coping with Physical and Sexual Abuse	Parents (24%)
58%	Career Development	School (33%)
57%	Academic/Tutorial Support	School (38%)
53%	School Safety	School (54%)
51%	General Health	Parents (45%)
51%	Crisis Intervention	Parents (30%)
50%	Gang Awareness	Parents (28%)
49%	Job Skill Training and Placement	Parents (26%)
49%	Counseling	School (28%)
47%	Stress Management	Parents (33%)
46%	Responsible Decision Making	Parents (47%)
46%	Psychological Services/Counseling	Parents (24%)
46%	Financial Support Services	Agency/Org (32%)
44%	Coping with Peer/Social Pressure	Parents (31%)
40%	Traffic Laws Education	Agency/Org (34%)
40%	Diet and Nutrition	Parents (44%)
39%	Conflict Resolution	Parents (38%)
38%	Legal Services	Agency/Org (39%)
38%	Housing	Parents (48%)
38%	Bilingual Support Services	School (36%)
36%	Parenting Classes and Support	Parents (32%)
36%	Family Life and Lifestyle Education	Parents (55%)
33%	Family Planning	Parents (60%)
31%	Counseling for Truancy	School (41%)
19%	Curfew Information	Parents (58%)

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There was a statistically significantly higher extent of concern reported by females versus males about a number of issues related to mental health, stress and counseling. These issues, and the percent of females who rated them as "Very Important", are:

- 1) Suicide prevention (77%)
- 2) Drug and alcohol abuse/treatment (76%)
- 3) Family violence/abuse (74%)
- 4) Coping with physical/sexual abuse (69%)
- 5) Crisis intervention (57%)
- 6) Psychological services/counseling (54%)
- 7) Stress management (53%)
- 8) Coping with peer/social pressure (47%)

This data reflects a higher level of reported need among girls about these issues, greater concern for youth in general about these issues, or boys' discomfort with expressing concern about these areas.

#### Where Youth Prefer to Seek Help for Social/Human Service Needs

- Overall, Parents were identified as the best source of help for dealing with most of the social/human service issues, including the two highest rated needs – suicide prevention and drug and alcohol prevention/treatment.
- Parents were identified most frequently as the best source of help on 17 of the 30 issues, Schools were identified most frequently on 9 of the issues, and Agencies/Organizations were identified most frequently as the best source of help on five of the issues. These three resources often comprised the top three sources of help most preferred by the youth for help.
- Support Groups were identified as the second or third most preferred source of help for dealing with issues such as parenting classes and support, coping with physical and sexual abuse, family violence/abuse, psychological services/counseling and stress management.
- Mentors were also sometimes identified as a second or third most preferred source of support (o.g., in academic/tutorial support, bilingual support services, counseling and responsible decision-making), as were Peers (conflict resolution, coping with peer/social pressure and school safety).



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## VI Challenges

- There are a number of factors that keep youth from participating in local activities. The most significant factors are lack of interest (40%), cost (40%), lack of variety/availability of activities in area (34%), lack of time (34%) and transportation (28%).
- About 20% of youth also identified some additional factors that keep them from participating in local activities, including lack of publicity/awareness, obligations at home, academic responsibilities and hours of operation.
- A notable number of youth reported a variety of personal safety concerns. One-third or more identified drugs/alcohol (43%), gangs (39%), theft (37%), school safety (33%) and harassment/bullies (32%). One-quarter or more of youth identified discrimination (28%), driving/transportation (25%) and peer/social pressure (25%).
- Over three-quarters of the youth (78%) said they have never been stopped by Thousand Oaks Police Department for curfew. Of the 406 (22%) youth who said they have been stopped, 58% received a warning and 27% received a citation. Males overall reported statistically significantly higher rates of being stopped (29%), as did Latinos (28%) and African Americans (38%). *(Note: The sample size of African Americans was quite small, meaning that results broken down for this sub-group not be statistically accurate).*



## VII Future Hopes and Dreams

- Responses to the question "What professional field interests you?" were spread across the 41 options included in the survey (respondents were allowed to check all that applied) with the highest percentage in any one field being 30% interested in art/design/graphics.
- Twenty to 30 percent (20-30%) of youth identified performing arts, law, fashion/apparel and owning own business.
- Fifteen to 20 percent (15-20%) of youth identified teaching/education, medicine/health, journalism/writing, fire/police, travel, engineering and military.
- Ten to 14 percent (10-14%) identified business management, science, technology/computers, architecture, automotive, broadcast/communications and cosmetology.



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- Seventy nine percent (79%) of Thousand Oaks youth plan on continuing their education at the college level, including 72% of males and 84% of females.
  - Only 17% of youth said they have not had any type of part-time employment in the past two years. Of the 83% who had some type of employment, 87% are females and 76% are males. Babysitting is the primary type of employment that youth have had (45%), particularly females (61%) versus males.
  - About one-third of youth said they would like to job shadow (defined as following a business person around for a day to see what they do), one-third say they would not like to job shadow, and one-third were unsure. More information is likely necessary about job shadowing opportunities.
  - Just under half the youth (44%) in Thousand Oaks are interested in internship opportunities (defined as working part-time with a business person to get hands-on experience in a future career). Internship opportunities of greatest interest were with a local company or business (19%) or with a private professional (19%). African Americans were more interested in internships (61%) than the other respondents.
  - Of the remainder of youth, 28% said they are not interested in an internship, and 28% said they were unsure.

## **Youth Profile**

Along with data from survey and focus groups, Coachman-Moore & Associates conducted independent research on existing data available on the youth population in Thousand Oaks. Sources for this data review include 2000 U.S. Census, State Department of Education, Conejo Valley Unified School District and Ventura County Health Report. The data are summarized below, and tables reflecting some of these statistics are in Exhibit VIII.

### ***Census Data***

According to the U.S. Census, the population of Thousand Oaks is 117,005 in 2000. (Note: Thousand Oaks current data reflects a population of 121,000 per the State Department of Finance.) One-third of the population was under the age of 24, with 16,409 (14%) of these youth between 10 and 19 years old – the target population of the Youth Master Plan. A total of 18,114 youth were enrolled in a public elementary or high school (kindergarten - 12<sup>th</sup> grade).

The City of Thousand Oaks is a well-educated population. Of those 25 years of age or older in 2000, over one-third of the population (35%) had attained either an undergraduate or a graduate degree while only 10% of the population never graduated from high school.

The ethnic distribution within the population in 2000 was primarily White (78%), with Hispanic/Latino as the next largest population group (13%). No other ethnic group exceeded 10% of the population.

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### ***Conejo Valley Unified School District Data***

In the 2001-2002 school year, there were a total of 21,247 students enrolled in the Conejo Valley School District, of which 9,768 were enrolled in 7<sup>th</sup> through 12<sup>th</sup> grade. Of the total student population, 74% were White, 16% were Hispanic/Latino, 7% were Asian/Pacific Islander and 3% were from other backgrounds. Of the 1,493 12<sup>th</sup> graders enrolled in the District, 95% graduated – higher than the County (81%) or State (88%) graduation rates. In addition, 47.8% of graduates had completed University of California/California State University required courses, compared to 40% and 36% at the County and State levels, respectively.

### ***County Data***

According to 1999 California Department of Criminal Justice reports, Ventura County leads the area (San Luis Obispo to San Diego Counties) in calls for assistance due to domestic (family) violence. The arrest rate for such calls is the fourth lowest among the eight counties reported.

Thousand Oaks teen birthrate is the lowest in the county (tied with Camarillo at nine per 1,000) contrasted with the highest rate in the county of 33 per 1,000 in Oxnard.

Thousand Oaks has a relatively small proportion of residents on public assistance. The percentages of county residents who receive public assistance from Thousand Oaks are:

- 4% of the CalWorks population in the County
- 3% of the Food Stamps population
- 6% of the Medi-Cal population
- 4% of the County's children and youth in foster care
- 5% of adults on General Relief



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## NEXT STEPS

After approval and adoption by the City Council, the Youth Commission will convene an ad hoc Youth Master Plan Committee to meet with key constituencies to review the Youth Master Plan and its recommendations. The intended outcome of these meetings is to affirm an ongoing role for these groups in the Youth Master Plan implementation. The key groups will include City of Thousand Oaks, Conejo Valley Unified School District, Conejo Recreation and Park District, business associations, and selected collaboratives of community and faith-based organizations.

Phase III of the Youth Master Plan development process will be accomplished between September 2002 and June 2003. During this year, Youth Commission will advise and review the development of specific objectives and action steps for each recommendation and goal. The ad hoc Youth Master Plan Committee will work to achieve the following outcomes by June 2003:

- Youth Commission will develop a more formal organizational structure for the ad hoc Youth Master Plan Committee
- A Youth Master Plan Accountability and Evaluation Plan
- A Resource Development Plan which spells out a funding strategy for implementation
- A strategy to further engage the business community, community and faith-based organizations, local colleges and civic groups
- Continued engagement of a broad cross-section of youth and adults in the Youth Master Plan process

Accomplishment of Phase III outcomes will serve as the roadmap to implementing the Youth Master Plan recommendations by 2007.



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## EXHIBITS



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**EXHIBIT I**

**Thousand Oaks Youth Commission  
Establishing Resolution**

RESOLUTION NO. 94-173  
A RESOLUTION OF THE CITY COUNCIL OF THE  
CITY OF THOUSAND OAKS AMENDING RESOLUTION  
NO. 93-205 ESTABLISHING THE THOUSAND OAKS  
YOUTH COMMISSION TO SERVE AS AN ADVISORY  
BODY TO THE CITY COUNCIL ON ALL MATTERS  
DEALING WITH YOUTH

WHEREAS, the City Council recognizes that youth are a vital component of our citizenry.

WHEREAS, it is essential that youth have a forum to provide input on their specific needs.

WHEREAS, an advisory body composed of youth and adults would constitute an appropriate mechanism whereby the youth could make formal recommendations on matters of concern to them.

WHEREAS, the City Council enacted Resolution Nos. 85—273, 86-36, 90—90, and 93-205, establishing the Thousand Oaks Youth Commission.

NOW, THEREFORE, the City Council of the City of Thousand Oaks amends Resolution No. 93—205 to read as follows:

**Section 1.** Establishment and Name

There is hereby established a Youth Commission to serve as an advisory body to the City Council. Said advisory body shall officially be known as the Thousand Oaks Youth Commission.

**Section 2.** Function and Duties

The function and duties of the Thousand Oaks Youth Commission are to advise the City Council on matters relative to youth. Reports are to be submitted to City Council.

**Section 3.** Composition and Organization

The Thousand Oaks Youth Commission shall consist of a total of 15 members; 13 youth members and 2 adult members. Youth members shall be ages 13 through 19. Adult members shall represent Conejo Youth Employment Service and Conejo Recreation and Park District. Members shall not be officials or employees of the City but youth members shall be residents of the City. The Commission shall annually elect a Chair and such officers deemed necessary.

**Section 4.** Appointment and Term

A committee of the City Council will review Commission applications and recommend the youth members to the City Council for approval. Consideration will be given to geographic and school representation.

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The terms of the Commission members shall be for a period of two years. Initially, seven youth members served a one-year term and six youth members served a two-year term. All appointees thereafter serve two-year terms. Adult members shall serve alternating two-year terms. One adult member served a one-year term to meet the alternating two-year term requirement. The terms commence on May 1 of the year of appointment, or for the balance of the term of their predecessor in office.

Section 5. Officers, Meetings and Rules

Regular meetings of the Commission shall be public and shall be held monthly at a scheduled time and place. Meetings will not be held during the summer months of June, July and August except as deemed necessary by the Commission. Records of Commission meetings shall be public.

Eight members of the Commission shall constitute a quorum, and a simple majority vote of the quorum shall be required to pass a motion. In the absence of specific rules of order and procedure, the conduct of such meetings shall be governed by Mason's Manual of Legislative Procedure.

Section 6. Funding, Expenditures and Assistance

The individual members of the Commission shall receive no compensation for their services. Members, however, shall be entitled to reimbursement for reasonable and necessary expenditures incurred from activities performed within the course and scope of the duties of said Commission.

The Commission may request and receive reasonable assistance from City staff in terms of clerical help, reprographic services, meeting space and professional assistance. Any requests for financial assistance shall be processed through the normal City budgeting process.

The Commission may, with the approval of the City Council, solicit and accept gifts and grants from any source to assist it in the performance of its functions. Such funds must be deposited in a City account, or other designated account authorized by the City Council, and may only be spent as authorized by the City Council. Public and private partnerships, as authorized by the City Council, are also encouraged to assure the survival of community service programs in the City.

PASSED AND ADOPTED THIS 26th DAY OF July 1994.



# City of Thousand Oaks Youth Master Plan

# **2002 SURVEY**

## **PURPOSE OF THE SURVEY:**

Thank you for participating in the Youth Master Plan Survey. The Youth Master Plan is a project sponsored by the City's Youth Commission and they are interested in what your needs are as a teen in Thousand Oaks. The results of this survey will be summarized and incorporated into a City Youth Master Plan. The purpose of the Youth Master Plan is to inform the City Council, Conejo Recreation and Park District, Conejo Unified School District, Youth Service Organizations and the Community **what is important to teens in Thousand Oaks and how to best serve this population**. Your input is critical to the success of this plan.

This survey **is not a test** and **there are no right or wrong answers**. We are simply interested in your opinions and experiences.

**Your answers are strictly anonymous** which means that no one will be able to learn of your answers.

## **INSTRUCTIONS:**

Please read the questions and mark your answers by placing an X in the box that is provided by your answer choice. You may use a pencil or pen to mark your answer choices. Please disregard the numbers that appear to the right of the answer boxes. They are necessary for tabulation purposes. If you do not understand any of the questions or answer choices, feel free to ask your teacher for help.

City of Thousand Oaks Youth Commission  
2100 Thousand Oaks Blvd.  
Thousand Oaks, CA 91362  
(805) 449-2109    [www.toaks.org](http://www.toaks.org)

**DEMOGRAPHICS**

1. Age: \_\_\_\_\_ 11-12  
(please fill in blank)

2. Grade: \_\_\_\_\_ 15-16  
(please fill in blank)

3. Ethnicity/Race:

- A. White/Anglo  1 13
- B. African-American  2
- C. Hispanic or Latino  3
- D. American Indian or Alaska Native  4
- E. Asian-American or Pacific Islander  5
- F. Other: \_\_\_\_\_  6

4. School:

- A. Los Cerritos M.S.  1 14
- B. Sequoia M.S.  2
- C. Colina M.S.  3
- D. Redwood M.S.  4
- E. La Reina H.S.  5
- F. Conejo Valley H.S./ Century H.S.  6
- G. Newbury Park H.S.  7
- H. Thousand Oaks H.S.  8
- I. Westlake H.S.  9

5. Zip Code:

- A. 91320  1 17
- B. 91360  2
- C. 91361  3
- D. 91362  4
- E. 91301  5
- F. 91377  6
- G. Other: \_\_\_\_\_  7

6. How long have you lived in the Conejo Valley?

- A. Since birth  1 18
- B. 0-5 years  2
- C. 5-10 years  3
- D. 10-15 years  4
- E. 15+ years  5

7. Gender:

- A. Male  1 19
- B. Female  2

**RECREATION/ENTERTAINMENT**

8. What is your primary hobby? (select one)

- A. Community Service  20
- B. Sports/Martial Arts  21
- C. Performing Arts (Drama, Dance, Music)  22
- D. Extra-curricular Activities (Student Government, Mock Trial, School Paper, Campus Clubs and Organizations)  23
- E. Taking Recreational Classes  24
- F. Arts and Crafts  25
- G. Working Out/Exercise/Aerobics  26
- H. Computers, Computer Games  27
- I. Church/Synagogue Activities  28
- J. Other: \_\_\_\_\_  30
- K. None  31

9 In what activities do you currently participate? In which clubs or organizations are you a member? (Check all that apply)

- |    |   |                          |    |
|----|---|--------------------------|----|
| A. | Local Youth Activity Centers (e.g. YMCA, Boys and Girls Club)               | <input type="checkbox"/> | 32 |
| B. | Campus Clubs and Activities (e.g. French Club, school paper, athletic team) | <input type="checkbox"/> | 33 |
| C. | Campus Service Clubs (e.g. PTSA, Boosters, etc)                             | <input type="checkbox"/> | 34 |
| D. | Volunteer/Community Services (e.g. hospital, library)                       | <input type="checkbox"/> | 35 |
| E. | Teen Center Programs  | <input type="checkbox"/> | 36 |
| F. | Conejo Recreation and Park District recreation courses/programs             | <input type="checkbox"/> | 37 |
| G. | Organized Sports Leagues (e.g. CYBA, Little League, Club Sports)            | <input type="checkbox"/> | 38 |
| H. | Scouting Programs (e.g. Boys/Girls Scouts, Explorers, Venturing)            | <input type="checkbox"/> | 39 |
| I. | Faith Based Youth Groups  | <input type="checkbox"/> | 40 |
| J. | Cultural Organizations  | <input type="checkbox"/> | 41 |
| K. | Student Government/Leadership Organizations                                 | <input type="checkbox"/> | 42 |
| L. | Performing Arts (e.g. ballet, play in a band, community theater)            | <input type="checkbox"/> | 43 |
| M. | Visual Arts (photography, painting, computer graphics)                      | <input type="checkbox"/> | 44 |
| N. | Other: _____  | <input type="checkbox"/> | 45 |
| O. | None  | <input type="checkbox"/> | 46 |

10. Do you currently or have you participated in any of the following Teen Center activities? (Check all that apply)

- |    |  |                          |    |
|----|--|--------------------------|----|
| A. | Special events; Dances, Concerts/Spirit Nights | <input type="checkbox"/> | 47 |
| B. | Recreation Programs/Classes                    | <input type="checkbox"/> | 48 |
| C. | Sports Leagues                                 | <input type="checkbox"/> | 49 |
| D. | Excursions                                     | <input type="checkbox"/> | 50 |
| E. | Drop In; Game Room or Gym Use                  | <input type="checkbox"/> | 51 |
| F. | School/Community Function                      | <input type="checkbox"/> | 52 |
| G. | Music Room/Band Rehearsal Room                 | <input type="checkbox"/> | 53 |
| H. | Teen Leadership Club/Teen Advisory Committee   | <input type="checkbox"/> | 54 |
| I. | None   | <input type="checkbox"/> | 55 |

11. Would you attend any of the following activities or facilities if they were coordinated by the City, the Conejo Recreation and Park District, School District or any other community agency? (Check all you would attend)

- |    |  |                          |    |
|----|--|--------------------------|----|
| A. | Another Teen Center facility in a different location                 | <input type="checkbox"/> | 56 |
| B. | Teen programs/activities at area parks                               | <input type="checkbox"/> | 57 |
| C. | Teen programs/activities on school campuses                          | <input type="checkbox"/> | 58 |
| D. | Teen programs/activities housed in the Newbury Park Branch Library   | <input type="checkbox"/> | 59 |
| E. | Travelling recreation brought to your neighborhood (e.g. Bookmobile) | <input type="checkbox"/> | 60 |
| F. | Teen room in the Thousand Oaks Library                               | <input type="checkbox"/> | 61 |
| G. | Teen room in the Newbury Park Branch Library                         | <input type="checkbox"/> | 62 |
| H. | I would not attend any of these sponsored activities or facilities   | <input type="checkbox"/> | 63 |

12. What type of commercial entertainment facilities would you like to see in the community? (Select up to 3)

- |    |   |                          |    |
|----|---|--------------------------|----|
| A. | Arcade (with pinball machines and interactive games)      | <input type="checkbox"/> | 64 |
| B. | Bowling Alley   | <input type="checkbox"/> | 65 |
| C. | Coffee House  | <input type="checkbox"/> | 66 |
| D. | Dance Club  | <input type="checkbox"/> | 67 |
| E. | Extreme Sports Facility (rock-climbing)                   | <input type="checkbox"/> | 68 |
| F. | Hockey Rink   | <input type="checkbox"/> | 69 |
| G. | Miniature Golf Course                                     | <input type="checkbox"/> | 70 |
| H. | Theme Restaurants (e.g. Hard Rock Cafe, Planet Hollywood) | <input type="checkbox"/> | 71 |
| I. | Ice Skating Rink  | <input type="checkbox"/> | 72 |
| J. | Roller Skating/Roller Blading Rink                        | <input type="checkbox"/> | 73 |
| K. | Skate Park  | <input type="checkbox"/> | 74 |
| L. | Laser Tag/Paintball                                       | <input type="checkbox"/> | 75 |

13. How much free time do you have during the weekend to "hang out?"
- A. 5 hours or less  1 11
  - B. 10 hours  2
  - C. 15 hours  3
  - D. 20 hours  4
  - E. More than 20 hours during the weekend  5
  - F. I don't have free time during the weekend  6
- 

14. How much free time do you have during the week to "hang out?"
- A. 5 hours or less  1 12
  - B. 10 hours  2
  - C. 15 hours  3
  - D. 20 hours  4
  - E. More than 20 hours during the week  5
  - F. I don't have free time during the week  6
- 

15. When do you most frequently find yourself with *nothing* to do?
- A. All the time  13
  - B. Week day afternoons  14
  - C. Week day evenings  15
  - D. Weekend days  16
  - E. Weekend evenings  17
  - F. Almost never  18
- 

16. Where do you "hang out" most frequently in the Conejo Valley? (Select top 3)
- A. The Oaks Mall  19
  - B. Promenade at Westlake  20
  - C. Janss Marketplace  21
  - D. Movie Theater  22
  - E. Friends' homes  23
  - F. Home  24
  - G. School/school events  25
  - H. Local Parks  26
  - I. Teen Center  27
  - J. Sports Facilities (e.g. baseball field, soccer field, basketball court)  28
  - K. Restaurants  29
  - L. Coffee/Juice shops  30
  - M. Theater/stage productions  31
  - N. Concerts and music events  32
  - O. Library  33
  - P. Community Service activities  34
  - Q. Faith/church groups & activities  35
  - R. Bookstores (e.g. Borders, Barnes and Noble)  36
  - S. Sports Gyms/Exercise Clubs and Workout Facilities  37
  - T. Other  38
  - U. None  39
- 

17. On average how much money do you have available to spend (allowance/wages) during the week for entertainment/recreation?
- A. \$5 or less a week  1 40
  - B. \$5-10 a week  2
  - C. \$10-20 a week  3
  - D. \$25-40 a week  4
  - E. \$45-up a week  5
-

18. On average how much money do you spend on entertainment/recreation (including admission/activity fees, food and beverages)?

- A. \$5 or less a week  1 41
- B. \$5-10 a week  2
- C. \$10-20 a week  3
- D. \$25-40 a week  4
- E. \$45-up a week  5

19. On average, how often do you leave the Conejo Valley for entertainment/recreation?

- A. I never leave the Conejo Valley  1 42
- B. 1-2 times a month  2
- C. 3-5 times a month  3
- D. 6 or more times a month  4

20. When you leave the Conejo Valley for entertainment/recreation, where do you mainly go? (Select one)

- A. Los Angeles/Hollywood  43
- B. The San Fernando Valley  44
- C. Other cities in Ventura County (e.g. Simi, Oxnard, Ventura)  45
- D. Santa Barbara County  46
- E. Malibu/Santa Monica  47
- F. I prefer to stay in the Conejo Valley  48
- G. Other: \_\_\_\_\_  49

21. What type of activities and entertainment facilities do you go to outside the Conejo Valley? (Select up to 5)

- A. Arcade (pinball machines and interactive games)  50
- B. Bowling Alley  51
- C. Coffee House  52
- D. Dance Club  53
- E. Extreme Sports Facility (rock-climbing)  54
- F. Hockey Rink  55
- G. Miniature Golf Course  56
- H. Theme Restaurants (e.g. Hard Rock Cafe, Planet Hollywood, etc)  57
- I. Ice Skating Rink  58
- J. Roller Skating/Roller Blading Rink  59
- K. Skate Park  60
- L. Laser Tag  61
- M. Shopping Malls  62
- N. Entertainment venue featuring multiple attractions  
(e.g. Third St Promenade, Universal City Walk)  63
- O. Amusement Parks  64
- P. Theater/stage productions  65
- Q. Coffee houses with live music  66
- R. Sporting events  67
- S. Concerts and music events  68
- T. Beach  69
- U. I prefer to stay in Conejo Valley  70

22. On average how often do you go out for recreation and entertainment on school nights?

- A. 1 night a week.  1 71
- B. 2 nights a week.  2
- C. 3 nights a week  3
- D. 4 nights a week  4
- E. Every night  5
- F. None  6

23. How often do you go out for entertainment and recreation on the weekends?

- A. One weekend a month  1 72  
 B. Two weekends a month  2  
 C. Three weekends a month  3  
 D. Every weekend  4

24. What time is your curfew (*time parents expect you home*) on school nights?

- A. 7 p.m. or earlier  1 73  
 B. 8 p.m.  2  
 C. 9 p.m.  3  
 D. 10 p.m.  4  
 E. 11 p.m.  5  
 F. After 11 p.m.  6  
 G. I don't have a set curfew  7

25. What time is your curfew on the weekend?

- A. 7 p.m. or earlier  1 74  
 B. 8 p.m.  2  
 C. 9 p.m.  3  
 D. 10 p.m.  4  
 E. 11 p.m.  5  
 F. 12 a.m.  6  
 G. 1 a.m.  7  
 H. After 1 a.m.  8  
 I. I don't have a set curfew  9

26. Rank your current satisfaction with entertainment/recreation in the Conejo Valley. (1-10)

1	2	3	4	5	6	7	8	9	10	
										75-76
										[100%]

## TRANSPORTATION

27. What is your main form of transportation?

- A. My parents  11  
 B. Brothers or Sisters  12  
 C. Friends  13  
 D. I drive  14  
 E. Bike, skateboard or walk, etc.  15  
 F. Public transportation  16  
 G. Other  17

28. Of which of the following forms of Public /Private Transportation are you aware? (Check all that apply)

- A. T.O.T. Bus  18  
 B. Smart Shuttle  19  
 C. T.O. Cab  20  
 D. Vista Bus  21  
 E. School Bus  22  
 F. None  23

29. Which of the following transportation services have you used? (Check all apply)

- A. T.O.T. Bus  24
- B. Smart Shuttle  25
- C. T.O. Cab  26
- D. Vista Bus  27
- E. School Bus  28
- F. None  29

30. When do you most likely use public transportation?

- A. After-school  30
- B. In the evenings  31
- C. On the weekends  32
- D. I do not use public transportation  33
- E. Emergency/Special circumstances  34

31. Where do you go when using public transportation?

- A. Home  35
- B. School  36
- C. Work  37
- D. Malls/Shopping Centers  38
- E. Library  39
- F. Teen Center  40
- G. Public Parks/Sports Fields  41
- H. Friends home  42
- I. Other: \_\_\_\_\_  43
- J. I do not use public transportation  44

32. How did you learn about public transportation? (Check all that apply)

- A. Word-of-Mouth/Friends  45
- B. Flyers/ Brochures  46
- C. Yellow Pages/White Pages  47
- D. Newspaper Ads  48
- E. Calling/Contacting the City Transportation Department  49
- F. Parents or relatives  50
- G. School  51
- H. City website  52
- I. Pick up site, route sign or Transportation Center  53
- J. Not interested in using public transportation/never tried to find out about it  54
- K. I did not know how to find out  55
- L. Other  56

33. Is local public transportation satisfactory and what problems if any, do you face?  
(Check all that apply)

- A. Public Transportation satisfactory  57
- B. There are not enough pick up sites  58
- C. The routes are inconvenient/difficult  59
- D. The schedule is inconvenient/difficult  60
- E. Pick up sites are inconvenient/difficult  61
- F. The routes do not take me where I need to go  62
- G. Cost too much  63
- H. Hours of operation are not sufficient  64
- I. Waiting times are long  65
- J. Not interested in using public transportation  66
- K. I would not know where to look for information  67
- L. Other  68

34. If public transportation was provided from your school, where would you go? (Check all that apply)
- |    |   |                          |    |
|----|---|--------------------------|----|
| A. | Teen Center   | <input type="checkbox"/> | 69 |
| B. | Thousand Oaks Library   | <input type="checkbox"/> | 70 |
| C. | Newbury Park Branch Library                                       | <input type="checkbox"/> | 71 |
| D. | Public Parks (e.g. Borchard, Kimber, Thousand Oaks)               | <input type="checkbox"/> | 72 |
| E. | Public Sports Fields (e.g. Golf Course, Skate Park, Soccer Field) | <input type="checkbox"/> | 73 |
| F. | The Oaks Mall   | <input type="checkbox"/> | 74 |
| G. | The Promenade in Westlake   | <input type="checkbox"/> | 75 |
| H. | James Marketplaces  | <input type="checkbox"/> | 76 |
| I. | My neighborhood   | <input type="checkbox"/> | 77 |
| J. | Other   | <input type="checkbox"/> | 78 |
| K. | Not interested in using public transportation                     | <input type="checkbox"/> | 79 |

[ 10 ]

## COMMUNICATION

35. How do you find out about activities that appeal to you? (Check top 3)

- |    |                          |                          |    |
|----|--------------------------|--------------------------|----|
| A. | Newspapers               | <input type="checkbox"/> | 11 |
| B. | School Announcements     | <input type="checkbox"/> | 12 |
| C. | Friends (word-of-mouth)  | <input type="checkbox"/> | 13 |
| D. | T.V./Radio               | <input type="checkbox"/> | 14 |
| E. | Flyers/Billboards        | <input type="checkbox"/> | 15 |
| F. | Brochures                | <input type="checkbox"/> | 16 |
| G. | Yellow Pages/White Pages | <input type="checkbox"/> | 17 |
| H. | Websites                 | <input type="checkbox"/> | 18 |
| I. | Parents                  | <input type="checkbox"/> | 19 |
| J. | Other                    | <input type="checkbox"/> | 20 |

36. If you listen to the radio, which local Ventura County music stations do you listen to the most? (check all that apply)

- |    |                                |                          |    |
|----|--------------------------------|--------------------------|----|
| A. | KHAY F.M. 100.7 FM             | <input type="checkbox"/> | 21 |
| B. | KBBY F.M. 95.1 FM              | <input type="checkbox"/> | 22 |
| C. | KCLU 88.3 FM                   | <input type="checkbox"/> | 23 |
| D. | KXSB 101.7 FM                  | <input type="checkbox"/> | 24 |
| E. | LITE 92.7 92.7 FM              | <input type="checkbox"/> | 25 |
| F. | KOCP/KKZZ 95.9 FM              | <input type="checkbox"/> | 26 |
| G. | KDAR 98.3 FM                   | <input type="checkbox"/> | 27 |
| H. | KCSB 91.9 FM                   | <input type="checkbox"/> | 28 |
| I. | KIMS/KHTY 104 FM               | <input type="checkbox"/> | 29 |
| J. | KCRW 89.9 FM                   | <input type="checkbox"/> | 30 |
| K. | KCAQ 104.7 FM                  | <input type="checkbox"/> | 31 |
| L. | I do not listen to local radio | <input type="checkbox"/> | 32 |

37. If you watch local Ventura County T.V., which stations do you watch? (check all that apply)

- |    |                              |                          |    |
|----|------------------------------|--------------------------|----|
| A. | TOTV-Channel 10              | <input type="checkbox"/> | 33 |
| B. | Community Access- Channel 8  | <input type="checkbox"/> | 34 |
| C. | KEYT-ABC affiliate-Channel 3 | <input type="checkbox"/> | 35 |
| D. | Education Access-Channel 21  | <input type="checkbox"/> | 36 |
| E. | I do not watch local T.V.    | <input type="checkbox"/> | 37 |

38. Would you read a monthly teen bulletin from any of these sources? (Check all that apply)
- A. Newsletter  38
  - B. Internet  39
  - C. Newspaper  40
  - D. I would not read a teen bulletin  41

39. Which newspapers do you read most often? (Select up to 3)
- A. The Acorn Thousand Oaks  42
  - B. The Acorn Agoura  43
  - C. Thousand Oaks Star/ Ventura County Star  44
  - D. Daily News  45
  - E. Los Angeles Times  46
  - F. Ventura County Reporter  47
  - G. School Paper  48
  - H. I do not read the newspaper  49
  - I. Other  50

40. If you use the Internet, do you have an e-mail address?
- A. Yes  1 51
  - B. No  2
  - C. I do not use the Internet  3

41. Do you visit local websites (e.g. schools, City, community organizations)
- A. Yes  1 52
  - B. No  2
  - C. I do not use the Internet  3
  - D. I do not have Internet access  4

42. Do you find school P.A. Announcements useful?
- A. Yes  1 53
  - B. No  2
  - C. My school does not make P.A. Announcements  3

43. What is most likely to convince you to participate in an activity? (Select top 3)
- A. Friends/Peers  54
  - B. Radio  55
  - C. Flyers  56
  - D. Print Ad in a newspaper or magazine  57
  - E. T.V. Ad  58
  - F. Internet Ad  59
  - G. School P.A. or Bulletin Announcements  60
  - H. Parents/relatives  61
  - I. Other  62

44. Do you know what local services to contact for help?
- |                                 | YES                      | NO                       |    |
|---------------------------------|--------------------------|--------------------------|----|
| A. In a crisis?                 | <input type="checkbox"/> | <input type="checkbox"/> | 63 |
| B. For an accident?             | <input type="checkbox"/> | <input type="checkbox"/> | 64 |
| C. During a crime?              | <input type="checkbox"/> | <input type="checkbox"/> | 65 |
| D. For help lines and hotlines? | <input type="checkbox"/> | <input type="checkbox"/> | 66 |

**LEADERSHIP/INCLUSION/DIVERSITY**

45. If a leadership program or training were offered to you, would you participate?

- |    |                |                          |   |    |
|----|----------------|--------------------------|---|----|
| A. | I would go     | <input type="checkbox"/> | 1 | 67 |
| B. | I would not go | <input type="checkbox"/> | 2 |    |
| C. | Maybe/unsure   | <input type="checkbox"/> | 3 |    |

46. Why do you participate in an activity or an organization? (Check all that apply)

- |    |  |                          |    |
|----|--|--------------------------|----|
| A. | Interest/Hobby                                 | <input type="checkbox"/> | 58 |
| B. | Desire to meet new people/have fun             | <input type="checkbox"/> | 69 |
| C. | Desire to help others                          | <input type="checkbox"/> | 70 |
| D. | I learn something new/personal growth          | <input type="checkbox"/> | 71 |
| E. | For college resume                             | <input type="checkbox"/> | 72 |
| F. | Gain experience for a future profession/career | <input type="checkbox"/> | 73 |
| G. | Parental pressure                              | <input type="checkbox"/> | 74 |
| H. | Friends/peers                                  | <input type="checkbox"/> | 75 |
| I. | I do not participate in activities             | <input type="checkbox"/> | 76 |
| J. | Other  | <input type="checkbox"/> | 77 |

78

47. In the community, have you ever experienced discrimination (being treated unfairly) based on any of the following? (Check all that apply)

- |    |   |                          |    |
|----|---|--------------------------|----|
| A. | Social group/crowd you hang out with                              | <input type="checkbox"/> | 11 |
| B. | Religion  | <input type="checkbox"/> | 12 |
| C. | Financial Background  | <input type="checkbox"/> | 13 |
| D. | Disability  | <input type="checkbox"/> | 14 |
| E. | Gender  | <input type="checkbox"/> | 15 |
| F. | Racial or Ethnic Background                                       | <input type="checkbox"/> | 16 |
| G. | Educational classification (gifted, honors, special ed, tracking) | <input type="checkbox"/> | 17 |
| H. | Sexuality   | <input type="checkbox"/> | 18 |
| I. | Physical Appearance   | <input type="checkbox"/> | 19 |
| J. | Interests   | <input type="checkbox"/> | 20 |
| K. | Age   | <input type="checkbox"/> | 21 |
| L. | School you attend   | <input type="checkbox"/> | 22 |
| M. | Other _____   | <input type="checkbox"/> | 23 |
| N. | None/have not experienced discrimination                          | <input type="checkbox"/> | 24 |

**SOCIAL SERVICES**

48. In what areas of community service do you volunteer? (Check all that apply)

- |    |   |                          |    |
|----|---|--------------------------|----|
| A. | None  | <input type="checkbox"/> | 25 |
| B. | Hospital/Clinic (e.g. Conejo Free Clinic, Los Robles Regional Med. Center)  | <input type="checkbox"/> | 26 |
| C. | School  | <input type="checkbox"/> | 27 |
| D. | Faith-based organizations (churches, temples, mosques)                      | <input type="checkbox"/> | 28 |
| E. | Charitable Groups (e.g. National Charity League)                            | <input type="checkbox"/> | 29 |
| F. | Charitable Drives (e.g. Toys for Tots, 5K Race for Life, M.S. Bike-a-thons) | <input type="checkbox"/> | 30 |
| G. | Community Organizations (e.g. Manna, Teen Center, Interface, United Way)    | <input type="checkbox"/> | 31 |
| H. | Help neighbors or peers   | <input type="checkbox"/> | 32 |
| I. | Government (e.g. City Hall, elected officials, recreation agency)           | <input type="checkbox"/> | 33 |
| J. | Law Enforcement/Fire Department   | <input type="checkbox"/> | 34 |
| K. | Environmental Organizations (e.g. Conservation Corps, Coastal Clean Up Day) | <input type="checkbox"/> | 35 |
| L. | Scouts  | <input type="checkbox"/> | 36 |
| M. | Other   | <input type="checkbox"/> | 37 |

49. What would encourage you to do more volunteer community service? (Check all that apply)

- A. Flexible volunteer schedule  38
- B. More awareness about volunteer opportunities  39
- C. Short term volunteer opportunity  40
- D. Class credit or school requirement  41
- E. Personal recognition/satisfaction  42
- F. Direct experience in career goals  43
- G. Personal recommendation  44
- H. Unsure  45
- I. Other \_\_\_\_\_  46
- J. Not interested in volunteering  47

50. How important do you think the following services for local teens are? (Select one answer for each service category listed)

	<u>Very Important</u>	<u>Somewhat Important</u>	<u>Not Important</u>	
Academic/tutorial support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48
Bi-lingual support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	49
Career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50
Conflict resolution	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	51
Counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52
Crime prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	53
Crisis intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54
Curfew information	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	55
Diet and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	56
Drug and alcohol abuse/treatment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	57
Family Planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	58
Family life and lifestyle education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59
Family violence (abuse)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60
Financial support services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61
Gang awareness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62
General health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63
Housing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	64
Job skill training and placement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	65
Legal services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66
Parenting classes and support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	67
Coping with peer pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	68
Coping with physical & sexual abuse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	69
Psychological services/counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70
Responsible decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	71
School safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	72
Stress management	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	73
Suicide prevention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	74
Tolerance (e.g. religious, racial, economic, sexual orientation, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	75
Traffic laws	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76
Counseling for truancy (e.g. cutting/ditching class or school)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77

51. For each of the services listed below, who do you think would give the best help?  
(Check one for each item)

	<u>Parent</u>	<u>Mentor</u>	<u>School</u>	<u>Peer</u>	<u>Support Group</u>	<u>Faith Group</u>	<u>Agency/ Organization</u>	
Academic/tutorial support	<input type="checkbox"/>	11						
Bi-lingual support services	<input type="checkbox"/>	12						
Career development	<input type="checkbox"/>	13						
Conflict resolution	<input type="checkbox"/>	14						
Counseling	<input type="checkbox"/>	15						
Crime prevention	<input type="checkbox"/>	16						
Crisis intervention	<input type="checkbox"/>	17						
Curfew information	<input type="checkbox"/>	18						
Diet and nutrition	<input type="checkbox"/>	19						
Drug and alcohol abuse/treatment	<input type="checkbox"/>	20						
Family planning	<input type="checkbox"/>	21						
Family life and lifestyle education	<input type="checkbox"/>	22						
Family violence (abuse)	<input type="checkbox"/>	23						
Financial support services	<input type="checkbox"/>	24						
Gang awareness	<input type="checkbox"/>	25						
General health	<input type="checkbox"/>	26						
Housing	<input type="checkbox"/>	27						
Job skill training and placement	<input type="checkbox"/>	28						
Legal services	<input type="checkbox"/>	29						
Parenting classes and support	<input type="checkbox"/>	30						
Peer/social pressure	<input type="checkbox"/>	31						
Physical & sexual abuse counseling	<input type="checkbox"/>	32						
Psychological services/counseling	<input type="checkbox"/>	33						
Responsible decision making	<input type="checkbox"/>	34						
School safety	<input type="checkbox"/>	35						
Stress management	<input type="checkbox"/>	36						
Suicide prevention	<input type="checkbox"/>	37						
Tolerance (e.g. religious, racial, economic, sexual orientation, etc.)	<input type="checkbox"/>	38						
Traffic laws education	<input type="checkbox"/>	39						
Truancy (e.g. cutting/ditching class or school)	<input type="checkbox"/>	40						

## CHALLENGES

52. What has kept you from participating in local activities? (Check all that apply)

A. Money/Cost	<input type="checkbox"/>	41
B. Transportation	<input type="checkbox"/>	42
C. Lack of variety/availability in area	<input type="checkbox"/>	43
D. Lack of publicity/awareness	<input type="checkbox"/>	44
E. Hours of operation	<input type="checkbox"/>	45
F. Parental concern	<input type="checkbox"/>	46
G. Worry about crowd/social group that will be there	<input type="checkbox"/>	47
H. Safety	<input type="checkbox"/>	48
I. Academic responsibilities	<input type="checkbox"/>	49
J. Obligations at home (babysitting siblings, chores)	<input type="checkbox"/>	50
K. Work	<input type="checkbox"/>	51
L. Lack of interest	<input type="checkbox"/>	52
M. Lack of time	<input type="checkbox"/>	53
N. Activities were full	<input type="checkbox"/>	54
O. Nothing has kept me from participating	<input type="checkbox"/>	55
P. Other _____	<input type="checkbox"/>	56
Q. I do not participate in local activities	<input type="checkbox"/>	57

53. What are your personal safety concerns locally? (Check all that apply)
- A. School safety  58
  - B. Theft  59
  - C. Drugs/alcohol  60
  - D. Gangs  61
  - E. Crowd/social group  62
  - F. Harassment/bulies  63
  - G. Peer/social pressure  64
  - H. Discrimination  65
  - I. Driving/transportation  66
  - J. No personal safety concerns  67
  - K. Other \_\_\_\_\_  68

54. Have you ever been stopped by TOPD/Local Law Enforcement for curfew? (Check all that apply)
- A. No,  69
  - B. Yes, I received a warning  70
  - C. Yes, and the deputies called my parents, and no citation was given  71
  - D. Yes, and I received a citation  72
  - E. Yes, and I received a citation and my parents were notified  73

55. If you were stopped for curfew by TOPD/law enforcement, what were you doing at the time? (Check all that apply)
- A. I have not been stopped.  74
  - B. I was in a public facility (e.g. restaurant, coffee/juice shop, local park, shopping center)  75
  - C. I was in the parking lot of a public facility. (e.g. parking lot at Denny's, Starbucks)  76
  - D. I was in a residential neighborhood (e.g. outside a friend's house)  77
  - E. I was on my way home  78
  - F. Other: \_\_\_\_\_  79

56. How safe do you currently feel in the local activities in which you participate?
- A. Very safe  1 11
  - B. Marginally safe  2
  - C. Not safe at all  3

**FUTURE HOPES AND DREAMS**

57. What professional fields interest you? (Check all that apply)
- Accounting/Finance  12
  - Aerospace/Aviation  13
  - Agriculture  14
  - Architecture  15
  - Art/Design/Graphics  16
  - Automotive  17
  - Banking  18
  - Broadcast/Communications  19
  - Business Management  20
  - Clerical/Administrative  21
  - Community Services/Non-profit  22
  - Construction  23
  - Cosmetology  24
  - Engineering  25
  - Performing Arts  26
  - Event Planning  27
  - Fashion/Apparel  28
  - Fire/Police  29
  - Hotel/Restaurant  30
  - Human Resources  31
  - Journalism/Writing  32
  - Law  33
  - Manufacturing/Production  34
  - Marketing/Advertising/Public Relations  35
  - Medicine/Health  36
  - Military  37
  - Owning your own business  38
  - Public Service/Government  39
  - Real Estate  40
  - Recreation  41
  - Restaurant/Catering/Chef  42
  - Retail  43
  - Sales/Retail  44
  - Science  45
  - Social Services/Counseling  46
  - Stocks/Investing  47
  - Teaching/Education  48
  - Technology/Computers/Web Design  49
  - Travel  50
  - Publishing/Printing  51
  - Other \_\_\_\_\_  52
  - Unsure  53

58. What are your plans after high school?
- A. Pursue immediate employment  54
  - B. Trade school (e.g. cosmetology, auto repair, plumbing, etc.)  55
  - C. 2-year Junior/Community college (e.g. Moorpark College, Ventura College, Pierce)  56
  - D. 4-year College/University (e.g. UCLA, USC, Stanford, Harvard)  57
  - E. Military  58
  - F. Other: \_\_\_\_\_  59
  - G. Unsure  60

59. Are you currently employed part time or have you had a job in the past two years and, if so, in what area? (Check as many as apply)
- A. Babysitting  61
  - B. Child care program  62
  - C. Retail shops  63
  - D. Restaurant/fast food  64
  - E. Movie theaters  65
  - F. Lifeguard  66
  - G. Instructor  67
  - H. Sports coach  68
  - I. Camp/recreational counselors  69
  - J. Clerical/Secretarial  70
  - K. Tutoring  71
  - L. I have not been employed  72
  - M. Other: \_\_\_\_\_  73

60. Are you currently involved or would you like to be involved in job shadowing (following a business person around for a day to see what they do)? If so, with what program? (Check as many as apply)
- A. Yes- through the Chamber of Commerce  11
  - B. Yes- through Conejo Youth Employment Services  12
  - C. Yes- Government Office  13
  - D. Yes- through a community organization  14
  - E. Yes- schools (Transition Partners Program)  15
  - F. Yes- other \_\_\_\_\_  16
  - G. No  17
  - H. Not Sure  18

61. Are you currently pursuing or would you like to pursue an internship (working part-time with a business person to get hands-on experience in a future career)? (Check as many as apply)
- A. Yes- with a local company or business  19
  - B. Yes- with a private professional (e.g. doctor, lawyer)  20
  - C. Yes- trade apprenticeship (e.g. construction, auto repair)  21
  - D. Yes- with an elected official or government office  22
  - E. Yes- with a community organization or non-profit agency  23
  - F. Yes- with a business or mentor on starting my own company or business  24
  - G. Yes- Internet/technology  25
  - H. No  26
  - I. Not Sure  27

## THANK YOU FOR TAKING THE YOUTH MASTER PLAN SURVEY!

### City of Thousand Oaks Service Philosophy:

Extraordinary service is our purpose and product. We will listen and be open; Care and be friendly;  
Respond and be responsible; Be accessible and fair; Be professional and creative.

EXHIBIT III

**Focus Group Profile**

<b>Group Number</b>	<b>GROUP NAME</b>	<b>Facilitator(s)</b>	<b>Recorders</b>	<b>Number Of Participants</b>
1	High School students (Mixed Group)	Andrea Steinberg and Jackie Hyllon	Sharmita Samanta/Austen Zielinski	3
2	Conojo Valley High School	Marsha Jones	Katy McGrew	15
3	Middle School students (Mixed Group)	Todd Ruwhiu	Todd Ruwhiu	17
4	Teen Center Advisory Council	Zach Elsea	Kyle Rohrbach	10
5	Boy Scouts of America	Grant Wilkins	Karla Wurkee	25
6	Human Services Providers	Mary Elva Lussier and Jill Savla	Kathryn Christensen/ Jill Savla	6
7	Community Service Organizations	Michael Green	Jill Savla/Dave Anderson	6
8	Thousand Oaks H.S. Site Council	Monica Nolan	Kathy Olsen	8
9	Newbury Park H.S. Safe Schools Meeting	Kathy Olsen	Kathy Olsen	18
10	Newbury Park H.S. Parent Meeting	Kathy Olsen	Kathy Olsen	8
11	Businesses & Malls	Jennifer Halpert/ Dani Anderson	Mina Layba	10
<b>TOTAL</b>	<b>11 Groups</b>			<b>126 Participants</b>

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## EXHIBIT IV

### City of Thousand Oaks - Youth Master Plan Process

## Focus Group Introductory Script

February 27, 2002

### I. Introductory Script

Hello! My name is \_\_\_\_\_ and this is \_\_\_\_\_. We are going to be serving as the facilitator and recorder of this focus group. We thank you very much for coming today! Let's go around the circle and introduce ourselves.

### Background & Purpose of the Project (DISTRIBUTE PROJECT SUMMARY)

We are conducting this focus group because we are helping to develop the Youth Master Plan for the City of Thousand Oaks. We want to *hear and include* your input and perspectives in the Youth Master Plan. The City of Thousand Oaks Youth Master Plan will be a plan that helps the City and community to provide an optimal environment for youth. It will include an assessment of youth needs and concerns as well as goals and strategies for how to address the needs and concerns. The City of Thousand Oaks Youth Master Plan will be submitted to the City Council for adoption in the Summer of 2002. If you have any questions, please contact Mina Layba, Youth Commission Advisor, at (805) 449-2109.

### Confidentiality

Whatever you say during this focus group session will remain *confidential*. Your name will not be associated with any comments that are made. The information that you provide will be compiled into a report that also includes the comments made during all the other focus groups.

### Voluntary Participation

Your participation in this group is entirely *voluntary*. You may leave at any time.

### Ground Rules

Before we begin, we would like to review some ground rules for how we will work together during this focus group...

1. There are *no expectations* about what is going to be said here today. There is *no right or wrong answer*. Please feel free to express your honest perspectives on the topics we discuss.
2. Be *respectful* of everyone's contributions, even if you do not agree with what they are saying.
3. Permit *everyone* an opportunity to participate. Do not dominate the time.
4. *Respect silences* and the right of others not to speak.

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## **FOCUS GROUP FACILITATION GUIDELINES**

### **ROLE OF THE FACILITATOR**

Logistics

Convene Participants

Clearly State Purpose of the Focus Group (provide handout with project summary if possible)

Permit Introductions (as Necessary) of the Group

Keep group on Time and on Schedule

Create A Conducive Physical Environment (i.e., Chairs in Circle)

### **FACILITATION**

Ask for Clarifying Questions

Listen & Reflect

Guide The Process; Keep the Group Focused on the Questions

Elicit Participation

Remain Neutral and Support the Group's Agenda (not a personal agenda)

Create A Safe Environment - Open, Comfortable, Trusting, Non-Judgmental Inclusive, Respectful,

Aware Of Communication Needs

Create And Build A Relationship With The Participants

Establish Ground Rules:

Permit Everyone An Opportunity To Speak And Participate

One Person Speaks At A Time

Make "I" Statements When Expressing A Concern

Respect everyone's contribution, even if you disagree

Respect Silences And The Right Of Participants Not to Speak

### **ROLE OF THE RECORDER**

Write down speaker's words (Not your own words or a paraphrase)

Capture the Essence of the Statement (No need to write down everything that is said)

Ask for Clarification and Validation as Necessary

Write Large and Legibly

Use Different Colors to Represent Separate Thoughts

Number the Pages on the Flipchart

Don't Worry About Spelling

The Recorded Notes Become the Group's Memory

### **SETTING AND MATERIALS**

Flip Chart

Easel to Hold the Flip Chart or a Wall or Board to Fasten the Paper

Non-permanent Markers

Masking Tape

Scrap Paper for Participants to Jot Down Notes to Pass In

Chairs Positioned So that Everyone Faces Each Other (No Backs to Another)

Water, Coffee, Tea or Other Refreshments as Necessary

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EXHIBIT V

**Focus Group Questions  
Youth Version**

1. *Our community would like to provide a good environment for youth to thrive. Think of your peers and your friends. Picture them in your mind.*

*What would make them happy?*

*What (things, elements, ingredients...) would make them happy and thrive?*

2. *How could our community be improved to fully support its youth? (Use items a-g to spark conversation as needed.)*

- a. *How could the Recreation and Entertainment in our community be improved for the youth in our City?*
- b. *How could the Transportation in our community be improved for the youth in our City?*
- c. *... Safety*
- d. *... Communication*
- e. *... Leadership Development*
- f. *... Inclusion and diversity*
- g. *... Social Services*

3. *How could all of us in the community, including middle and high school youth, parents, schools, businesses, youth service providers (e.g. CRPD, YMCA ...), social service providers (e.g. Interfaco, CYES), local government, etc., work together to make life even better for youth in our community.*

4. *What could each of these groups do?*

5. *How could you get involved to make this happen?*

6. *What other ideas or information would you like to add?*

---

**EXHIBIT V**

**Focus Group Questions  
Adult Version**

1. *Our community would like to provide an optimal and ideal environment for youth to thrive. Think of the middle and high school aged youth in our community. Picture their faces in your mind for a moment.*
  - a. *What do you feel are the most important elements or essential ingredients for youth to be happy and thrive?*
  
2. *How could our community be improved to most fully support its youth? (Use items a-g to spark conversation as needed.)*
  - a. *How could the Recreation and Entertainment in our community be improved for the youth in our City?*
  - b. *How could the Transportation in our community be improved for the youth in our City?*
  - c. *... Safety*
  - d. *... Communication*
  - e. *... Leadership Development*
  - f. *... Inclusion and diversity*
  - g. *... Social Services*
  
3. *How could all of us in the community, including middle and high school youth, parents, schools, businesses, youth service providers (e.g. CRPD, YMCA), social service providers (e.g. Interface, CYES), local government, etc., work together to make life even better for youth in our City.*

*What could each of these groups do?*

*How could you get involved to make this happen?*
  
4. *What other ideas or information would you like to add?*

---

## EXHIBIT VI

### City of Thousand Oaks Youth Master Planning Process Focus Group Results Summary of Results– Youth Groups

#### Focus Groups:

1. High School students
2. Middle School students
3. Teen Center Advisory Council
4. Conejo Valley High School student volunteers

#### Total Number of Participants: 45

1. **Our Community would like to provide a good environment for youth to thrive. Think of your peers and your friends. Picture them in your mind.**
  - a). **What would make them happy?**
  - b). **What things, elements, ingredients would make them happy and thrive?**
    - ◆ Raise awareness among youth of local activities and resources
    - ◆ Improve relationships with parents
    - ◆ Parent education
    - ◆ Provide a variety of activities
2. **How could our community be improved to fully support its youth?**
  - a). **Recreation and Entertainment**

#### General Characteristics & Features

- ◆ Longer hours
- ◆ Liberal –Independent Environment
- ◆ Teen involvement in planning and organizing
- ◆ “Cool” – not childish or juvenile
- ◆ More places to hang out after school
- ◆ More places to hang out on the weekend

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### Teen Center

- ◆ More student involvement (both middle and high school age) in running teen center and planning activities
- ◆ Teen Center needs to have appropriate activities for high school age students as well as middle school students
- ◆ Offer support services in addition to recreation activities (e.g., homework assistance, counseling, drug & alcohol information)

### Commercial Recreation Activities

- ◆ Ice skating
- ◆ Bowling
- ◆ Miniature golf
- ◆ Teen dance club
- ◆ Laser tag
- ◆ Arcade

### Public Recreation Facilities

- ◆ Skate parks
- ◆ Bike paths
- ◆ Public Pool

### Other/Miscellaneous

- ◆ Concerts
- ◆ Carnivals
- ◆ Car shows
- ◆ Clothing stores for youth

### **b). Transportation**

- ◆ More scheduled routes
- ◆ More frequent pick-ups
- ◆ Cheaper fares
- ◆ Better transportation to teen center
- ◆ Reliability in pick ups/drop offs

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**c). Safety**

- ◆ Some groups of high school students did not feel that safety is a problem
- ◆ Some groups of high school students identified safety concerns such as drug/alcohol abuse, sexual abuse, gangs and police profiling

**d). Communication**

- ◆ Flyers
- ◆ School newspaper
- ◆ Public announcements at school
- ◆ Teachers or students read bulletins at school

**e). Leadership Development**

- ◆ More exposure to and awareness raising of social issues, such as AIDS, gender violence, feminism
- ◆ Guidance for college
- ◆ Career development
- ◆ Mentorship and apprenticeships
- ◆ Job training workshops
- ◆ Raise awareness around ethnic diversity

**f). Inclusion & Diversity**

- ◆ Special events to raise awareness (e.g., fairs, celebrations)
- ◆ More youth dialogue (think tanks)

**g). Social Services**

- ◆ Teen help line
- ◆ Community At-Risk Support Center
- ◆ Drug education program with real life examples of students with drug problems
- ◆ Teen pregnancy prevention services
- ◆ Place to report conflicts
- ◆ Group counseling
- ◆ Information and referrals about services such as shelters, drug rehab, health and safety, legal issues
- ◆ Youth usually rely on parents for help/info
- ◆ An assembly at school with a speaker on an issue

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#### **h). Schools**

- ◆ Capital improvements to school-some are run down and need improvements
- ◆ Better classrooms, air conditioners
- ◆ Better teachers

### **3. How could all of us in the community, including middle and high school youth, parents, schools, businesses, youth service providers (e.g., CRPD, YMCA), social service providers (e.g., Interface, CYES), local government, etc., work together to make life even better for youth in our community.**

- a). What could each of these groups do?**
- b). How could you get involved to make this happen?**

#### Teen Center

- ◆ Satellite programs
- ◆ More outreach workers from Teen Center to schools
- ◆ Recreation and social service access
- ◆ Expansion of facility
- ◆ Better relationship with schools
- ◆ Better relationship with City of Thousand Oaks
- ◆ Funding for specific teen center groups

#### Parents

- ◆ Better relationships between youth and their parents
- ◆ Parent education on how to relate to and discipline kids

#### Businesses

- ◆ Teen friendly businesses
- ◆ Open longer hours

#### Community Organizations

- ◆ Provide free tutors for schools
- ◆ Assist in volunteer opportunities
- ◆ Sports organizations can start a sports league (YMCA, CRPD, CVUSD)

#### Youth

- ◆ Provide input to recreation providers
- ◆ Get involved

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**EXHIBIT VI**

**City of Thousand Oaks Youth Master Planning Process  
Focus Group Results  
Summary– Adult Groups**

**Focus Groups:**

1. Community Organizations
2. Boys Scouts of America Troupe Leader Meeting
3. Thousand Oaks High School Site Council
4. Newbury Park High School Safe Schools Meeting
5. Newbury Park High School Parent Meeting
6. Social Service Organizations
7. Businesses & Malls

**Total Number of Participants: 81**

1. **The City of Thousand Oaks would like to provide an optimal and ideal environment for youth to thrive. Think of middle school and high school in City of Thousand Oaks. Picture their faces in your mind for a moment.**
  - a). **What makes it possible for them to be happy and to thrive?**
  - b). **What do you feel are the most important elements and ingredients?**
    - ◆ Raise awareness among youth of local activities and resources
    - ◆ Level of security/ safety in the community
    - ◆ A social setting with friends/ one that is comfortable
    - ◆ Places to go and hangout
    - ◆ Teen established parameters

---

## 2. How could our community be improved to fully support its youth?

### a). Recreation and Entertainment

#### General Characteristics & Features

- ◆ Longer hours
- ◆ Youth-friendly businesses
- ◆ Tax incentives for youth-friendly businesses
- ◆ More teen involvement in planning and implementing activities
- ◆ Affordability
- ◆ High school students are more independent and mobile. They want to socialize. They want freedom and independence.
- ◆ High school students want a more mature environment

#### Commercial Recreation Activities

- ◆ Ice skating
- ◆ Bowling alley
- ◆ Miniature golf
- ◆ Teen dance club
- ◆ Laser tag
- ◆ Arcade

#### Public Recreation Facilities

- ◆ Access to Civic Arts Plaza
- ◆ Access to Teen Center
- ◆ Facilities open later hours for teen programs (e.g., parks, schools, teen center)
- ◆ Available activities in schools and churches.

#### Important Perspectives

- ◆ Not enough awareness of activities available/lack of communication
- ◆ Youth don't have enough to do...
- ◆ Assumption that there is not enough to do.
- ◆ Commercial facilities work with "teen standards" which allow City, parents to support business.
- ◆ There is a business perception of youth and vice versa.
- ◆ Parents want free time and place to drop off kids
- ◆ There is usually a "wild release" at centers after exams, holidays and breaks.

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## **b). Transportation**

- ◆ Safe transportation programs (e.g., Safe Ride)
- ◆ Later bus schedule – busses at night
- ◆ More scheduled routes
- ◆ More frequent pick-ups
- ◆ Cheaper fares/free
- ◆ Sponsored bus trips for field trips (e.g., amusement parks, beach, City events)
- ◆ Improve marketing to youth
- ◆ Special transportation for events with pick sites staffed with deputies.
- ◆ Most youth go with their friends in cars and not public transportation.

## **c). Safety**

- ◆ Enforcement of alcohol and tobacco sales policies (decoy programs, code enforcement)
- ◆ On-campus resource police officers
- ◆ Improve relations between police and youth
- ◆ Parent education on drug and alcohol issues (parent DARE program)
- ◆ Driver education offered by schools
- ◆ Better enforcement by police and parents of youth driving laws – more consequences
- ◆ Parent awareness and responsibility for children's actions (Parent Pledge program)
- ◆ Resource information to parents about safety issues.
- ◆ High school drinking and driver safety an issue.
- ◆ Police need a more educational role in the community.
- ◆ Need for more positive interaction between youth and police. Police appear to “teen profile”
- ◆ Police need education in dealing with youth. Youth mouth-off as a defense- Thousand Oaks Police Department should diffuse attitude than ignite it.
- ◆ Should be a school course in law enforcement/public safety.

## **d). Communication**

- ◆ Provide information through schools
- ◆ Provide information through radio ads, newspaper ads, local businesses
- ◆ Provide information through website and email notices. Need to gather information and link all organizations and agencies.
- ◆ Parents need to be more aware of where their kids are and what they are doing.
- ◆ Need for coalition meetings of all youth-serving organizations and providers.

---

**e). Leadership Development**

- ◆ Promote volunteer opportunities (e.g., integrate with classroom assignments, volunteer fairs)
- ◆ Promote existing volunteer recognition programs
- ◆ Partners with California Lutheran University to assist students interested in becoming teachers
- ◆ Teach youth leadership and life skills
- ◆ Financial support to organizations that provide training and programs

**f). Inclusion & Diversity**

- ◆ Encourage ethnically diverse youth to become leaders
- ◆ More outreach to and involvement of Latino population, including more Spanish-language materials
- ◆ Include special-needs kids in community and school activities
- ◆ Need for diversity and more racial tolerance/interaction

**g). Social Services**

- ◆ Provide services locally (e.g., probation and other county services)
- ◆ Raise awareness of services available in the community among both parents and youth.
- ◆ Need more funding sources for the East County
- ◆ Social Service organizations working with "terminal" cases. Not enough resources or attention for minor offenders.
- ◆ Need an open/friendly environment for kids to go for problems and talk.

**3. How could all of us in the community, including middle and high school youth, parents, schools, businesses, youth service providers (e.g., CRPD, YMCA), social service providers (e.g., Interface, CYES), local government, etc., work together to make life even better for youth in our community.**

**a). What could each of these groups do?**

**b). How could you get involved to make this happen?**

Community Organizations

- ◆ Youth services guide for community
- ◆ Youth fair – stimulate community spirit and teen awareness
- ◆ Outreach to raise awareness of community programs
- ◆ Convene youth and parents to discuss needs for services
- ◆ Joint programs among community organizations

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## City

- ◆ Provide a directory integrating city, parks & recreation, schools, businesses, social service programs and activities available to youth and parents
- ◆ Form a representative task force as an advisory commission representing youth and family issues – encourage dialogue and problem solving
- ◆ Encourage community involvement in youth issues
- ◆ Convene youth service providers to foster coordination and communication
- ◆ City needs to work with local business to support teen activities and venues.

## Businesses

- ◆ Provide career development opportunities (mentorships, job shadowing, training, internships)
- ◆ "Teen Corner" in shopping center
- ◆ Teen Nights at Borderline
- ◆ Publicize and promote teen events in shopping kiosks/ to publish information
- ◆ Teen Activity web-site with hosting from businesses
- ◆ Businesses need to offer a welcoming/friendly environment
- ◆ Businesses should offer teen events. (Barnes and Nobles has a teen poetry night)
- ◆ A code of conduct flyer should be posted at businesses so youth are informed.
- ◆ Malls and centers should host entertainment for youth (e.g. bands)
- ◆ Businesses can host "private events" to limit them to Thousand Oaks Youth
- ◆ Businesses can use "off-nights" for special teen events
- ◆ Businesses should employ youth and retain them through college
- ◆ Movie theatres can offer slides during previews to publicize events in the community
- ◆ Businesses are open to help with fundraising activities for teen groups and organizations

## Schools

- ◆ Sponsor joint activities across all high schools.
- ◆ Provide after school activities onsite.
- ◆ Provide information and resources to students.
- ◆ Provide information and resources to parents.

## Youth

- ◆ Youth need to go to the Chamber of Commerce and businesses and tell them what they want/need. They should offer a list.
- ◆ Youth should develop a "code of conduct" which can be posted at business and recreational venues.
- ◆ Who is responsible for behavior? Youth need to take responsibility for their choices and actions. Their choices and actions have an affect on other youth.
- ◆ Youth need to take an initiative and get involved in the decision making process.

## Local Colleges and Universities

- ◆ To serve as a resource for the community.

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**EXHIBIT VII**

**Summary of Youth Commission Dance Club Pilot Project  
“The Fuse Box”**

The Youth Commission successfully coordinated an 8-week pilot Summer program beginning July 11, 2000 dubbed “The Fuse Box.” The program held every Tuesday from 8-11 p.m. at the Los Robles Inn Banquet facility attracted Thousand Oaks youth ranging in age from 14-17 years old. For \$5 at the door with a valid ID from a Conejo Valley Unified School District schools or private school in Thousand Oaks, patrons rocked out to one or two featured live local bands. Others came to dance to music provided by a live disc jockey. On average over 183 youth attended each event for a total of approximately 1,500 attendees to the entire pilot program.

As patrons left each Fuse Box event, they were asked to fill out an evaluation form. As an incentive, patrons were given a \$1 discount coupon for their next admission to “The Fuse Box” after a completed evaluation is turned in. Each event yielded a 30% average rate of return. The results of the evaluation are as follows.

**Sample Average:** 25% of the total patrons in attendance

**Age:** Most popular with 14 and 15 year olds.

**Grade:** 9<sup>th</sup> graders or high school freshmen heavily attended.

**Gender:** Overwhelming attended by teen girls.

**School:** Patrons attended mainly public schools. Majority of patrons came from Thousand Oaks High School and Newbury Park High School

**Enjoyment and Interest in Returning:** 70% of respondents enjoyed the event and would return.

**Recommend Event to Friend:** 90% of the respondents would recommend “The Fuse Box” to their friends.

**Best Source of Publicity:** Friends (word of mouth) and flyers were the primary method of finding out about “The Fuse Box.” Newspaper articles also were significant draw.

**Cost/Entrance Fees:** Split between admission cost being too high and just right.

**Attendance:** Generally stable with slight increases as the project progressed.

## Summary of Youth Commission Dance Club Pilot Project “The Fuse Box”

### RECOMMENDATIONS

**1. A dance club venue for youth is highly desirable.**

- Patrons had a good time.
- A consistent number of patrons attended The Fuse Box.
- There were a growing number of return patrons.
- Appealed to a diverse group of youth and their musical interest.
- Overall success venture
- Provided local teen bands and disc jockey an opportunity to showcase their talent.
- Gave youth in Thousand Oaks something to do during the summer.

**2. The Fuse box was a safe local entertainment venue for youth.**

The Fuse Box facilitated positive social interaction between youth from different schools.

**3. Youth Commission envisions a private company to operate a dance club.**

Commercial operators or private business ventures more equipped to organize an event of this nature i.e. professional staff. Many patrons still wanted a grander, authentic club setting. A permanent club atmosphere desired.

A project of this nature is too intense for a volunteer organization such as the Youth Commission. Commissioners had conflicting schedules that led to shortages in staffing. The time period to coordinate project is challenging. Youth to youth enforcement of event rules and regulations were awkward for the Commission. Toward the end of the project, many Commissioners were experiencing burn out. Project work intensive and time consuming. Youth Commissioners and volunteers had schedule conflicts that made coordination of project difficult at times.

**4. A City Commission is constrained with too many rules and liabilities and commercial venue rules are less strict.**

As a publicly funded event, many of the restrictions placed on “The Fuse Box” were constraining. Teen participants had friends from other areas such as boyfriends and relatives who they wanted to attend. Would have preferred that it was open to public than restricted to Thousand Oaks residents. Patrons from surrounding areas around Conejo Valley should be allowed to attend. These areas can be listed on the flyer. Club never reached a maximum capacity.

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**EXHIBIT VIII****Demographic Profile of Youth in Thousand Oaks**

<b>Age Breakdown of Youth Through Age 24 Thousand Oaks, 2000</b>		
<b>Age</b>	<b>Number in Population</b>	<b>Percent of Total</b>
Under 5	7,851	7%
5 to 9	8,928	8%
10 to 14	8,593	7%
15 to 19	7,816	7%
20 to 24	5,546	5%
<b>TOTAL</b>	<b>38,734</b>	<b>34%</b>

Source: 2000 U.S. Census

<b>Ethnic/Race Distribution in Overall Population Thousand Oaks, 2000</b>		
<b>Ethnicity/Race</b>	<b>Number in Population *</b>	<b>Percent of Total</b>
White	90,862	78%
Hispanic/Latino	15,328	13%
Asian/Pacific Islander	6,873	6%
African American	1,241	1%
Native American	627	Less than 1%
Other	2,074	2%
<b>TOTAL</b>	<b>117,005</b>	<b>100%</b>
Reporting One Race	99,445	
Reporting Two Races	2,232	

Source: 2000 U.S. Census

\* Approximate numbers based on U.S. Census data for 2000

**EXHIBIT VIII**

<b>Educational Attainment – Persons Over Age 25 Thousand Oaks, 2000</b>		
<b>Education Level Attained</b>	<b>Number in Population (25 Years +)</b>	<b>Percent of Total (25 Years +)</b>
Less than 9 <sup>th</sup> Grade	2,247	3%
9 <sup>th</sup> to 12 <sup>th</sup> Grade, no high school diploma	4,717	7%
High School Graduate	13,052	19%
Some College, no degree	17,966	27%
Associate Degree	6,342	9%
Bachelor's Degree	15,211	22%
Graduate Degree	8,606	13%
<b>TOTAL</b>	<b>68,141</b>	<b>100%</b>

Source: 2000 U.S. Census

<b>Enrollment in Conejo Valley School District Public Schools 2001-02</b>		
<b>Grade Level</b>	<b>Number Enrolled</b>	<b>Percent of Total</b>
Kindergarten	1,484	7%
Grades 1-5	8,239	38%
Grades 6-8	5,009	24%
Grades 9-10	3,360	16%
Grades 11-12	3,155	15%
<b>TOTAL</b>	<b>21,247</b>	<b>100%</b>

Source: California Department of Education ([www.cde.ca.gov](http://www.cde.ca.gov))

**EXHIBIT VIII**

<b>Ethnic/Race Distribution in Student Population Conejo Valley School District 2001 - 2002</b>		
<b>Ethnicity/Race</b>	<b>Number in Population *</b>	<b>Percent of Total</b>
White	15,723	74%
Hispanic/Latino	3,400	16%
Asian/Pacific Islander	1,487	7%
Other Backgrounds	637	3%
<b>TOTAL</b>	<b>21,247</b>	<b>100%</b>

Source: California Department of Education ([www.cde.ca.gov](http://www.cde.ca.gov))

<b>High School Graduation &amp; Completion of California State University/University of California Entrance Requirements 2000-01</b>			
	<b>Conejo Valley School District</b>	<b>Ventura County</b>	<b>State of California</b>
High School Graduation	95%	81%	88%
Completed CSU/UC Requirements	48%	40%	36%

Source: California Department of Education ([www.cde.ca.gov](http://www.cde.ca.gov))